

## DOCUMENT RESUME

ED 084 366

95

CE 000 507

AUTHOR Connor, Pete; And Others  
TITLE Career Awareness: Owatonna Elementary Schools.  
INSTITUTION Minnesota State Dept. of Education, St. Paul. Pupil  
Personnel Services Section.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C.  
PUB DATE 73  
NOTE 551p.  
EDRS PRICE MF-\$0.65 HC-\$19.74  
DESCRIPTORS \*Career Education; Curriculum Development;  
\*Elementary Grades; \*Instructional Materials;  
\*Resource Guides; Resource Materials  
IDENTIFIERS \*Career Awareness

## ABSTRACT

The purpose of the career awareness teacher's guide is to assemble in convenient form learning activities that will give elementary students a greater understanding and awareness of self and the occupational world that surrounds him. The guide is divided into grades 1-6 and organized into monthly sections. For each of the nine months there are five or more activities correlated as closely as possible with the curriculum although not dependent upon it and a listing of suggested resource materials. One class period a week, from 30 to 60 minutes, is recommended. Although the guide was specifically prepared for use in the Owatonna, Minnesota, public schools, it will be found to be applicable by other school systems.  
(MS)

ED 084366

# CAREER AWARENESSES



## OWATONNA ELEMENTARY SCHOOLS

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
THE OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.

000507

CAREER AWARENESS

by

Pete Connor - Grade 1 and Resource Guide  
Carol Malterud - Grade 2  
Mary Thomatz - Grade 3  
Darlene Pizel - Grade 4  
Bonnie Priebe - Grade 5  
Ardienne Fleener - Grade 6  
Dean Sanderson - Administrator  
Don Barber - Program Director

Owatonna Public Schools

The project was funded with monies made available under provisions of the Vocational Education Act of 1963, as Amended 1968.

Title III of the Elementary and Secondary Education Act  
1965 made possible the distribution by

Pupil Personnel Services Section  
Minnesota Department of Education  
St. Paul

1973

## PREFACE

In March of 1970 President Nixon challenged the leaders of the Nation's schools to institute massive reform. He said:

By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies.

Career Education is one answer to the President's call for reform. U.S. Commissioner of Education, S.P. Marland, Jr., has described this revolutionary concept as "a new order of education concerned with the usefulness and self realization of every individual."

This is a career awareness teachers' guide designed for classroom use. Its purpose is to assemble in a convenient form some learning activities that will give the elementary student a greater understanding and awareness of self and the occupational world that surrounds him. It is hoped that this program will help to prepare Owatonna students to meet the challenges of technological changes and complexities of the future.

The guide is organized into nine sections; one for each month of the school year. In each monthly section there are five or more of the activities. The classroom teacher may choose one or more of the activities each week. The flexibility of the program, however, allows each teacher the opportunity to use the suggested activities from any month at any time.

Activities in this guide have been correlated with our curriculum as closely as possible. Each activity is complete in itself and is not necessarily tied to or dependent upon our regular curriculum.

It is recommended that you use one class period a week, from 30 to 60 minutes, to devote to career awareness. If the activity you have chosen for a particular week is correlated with language, then it is likely that you would use one language period for career awareness that week.

The writing committee feels that this guide represents a skeletal career awareness program. By providing you with some concrete activities, it is hoped that you will acquire the "spirit for career education", and learn to incorporate these career concepts into the present curriculum on a daily basis.

Members of the writing committee are as follows:

Pete Connor - Grade 1 and Resource Guide  
Carol Malterud - Grade 2  
Mary Thomatz - Grade 3  
Darlene Pizel - Grade 4  
Bonnie Pritch - Grade 5  
Ardienne Fleener - Grade 6  
Don Barber - Program Director  
Dean Sanderson - Administrator



## FIFTEEN OCCUPATIONAL CLUSTERS

### I. Agri-Business and Natural Resources

1. Agriculture and agricultural sciences
2. Forestry officials
3. Fish managers (including farms and hatcheries)
4. Water management
5. Nursery operations and management
6. Animal sciences
7. Dairy products
8. Fertilizers (plant food and soil)
9. Landscaping
10. Wildlife
11. Petroleum and related products
12. Mining and quarrying

### II. Fine Arts and Humanities Cluster

1. Authors and poets
2. Painters and printmaking
3. Musicians
4. Dramatic and performing artists
5. Film and set designers, producers and editors

### III. Communication and Media Cluster

1. Telephone and telegraph systems
2. Publishing of journalism and commercial arts
3. Broadcasting of radio, television and satellite transmissions
4. Photographic reproductions and recordings

### IV. Construction Cluster

1. Interior home designing, decorating and furnishings
2. Land development, site preparation and utilities
3. Landscaping, nursery operations and ground maintenance
4. Architectural designing
5. Masonry, metal, wood, glass, and plastic contracting

### V. Consumer and Homemaking Related Occupations Cluster

1. Family and community services (public housing and social welfare)
2. Food service industry
3. Child care, guidance and teaching
4. Housing design and interior decorations
5. Clothing, apparel and textile industry
6. Home management, consumerism and family relationships

### VI. Environment Cluster

1. Soil and mineral conservation
2. Water resource, development, conservation and control
3. Forest, range, shore, wildlife conservation and control
4. Development and control of physical man-made environment (bridges, roadways and recycling)
5. Space and atmospheric monitoring and control (pollution and smog)
6. Environmental health services (water sanitation, waste disposal)

### VII. Health Service Cluster

1. Ambulance services
2. Hospital technicians, nurses, aids, and doctors
3. Pharmacists
4. Dentists

Vii. Cont.

5. Community health
6. Veterinarian

VIII. Hospitality and Recreation Cluster

1. Recreation planning of national resources and leisure related property
2. Health care (physical fitness, recreation safety)
3. Community services (parks, playgrounds, clubs and amusement parks)
4. Human development (recreation programs, coaching and arts)

IX. Manufacturing Cluster

1. Factory productions
2. Research of products and marketing
3. Distribution of products
4. Designing of new products and new equipment

X. Marine Science Cluster

1. Commercial fishing
2. Aqua-culture (marine and shellfish research, marine plant growth)
3. Marine biology
4. Underwater construction and salvage
5. Marine exploration

XI. Marketing and Distribution Cluster

1. Sales promotion and services
2. Buying
3. Marketing services (finance, credit, insurance)
4. Marketing system (retail, wholesale, service, non-store and international trade)
- 5.

XII. Personal Services Cluster

1. Cosmetology
2. Mortuary science
3. Barbering
4. Physical culture (massage and weight control)
5. Household pet services

XIII. Public Service Cluster

1. Courts
2. Labor affairs
3. Defense
4. Public utilities and transportation
5. Regulatory services (bank, immigration and stock exchange)

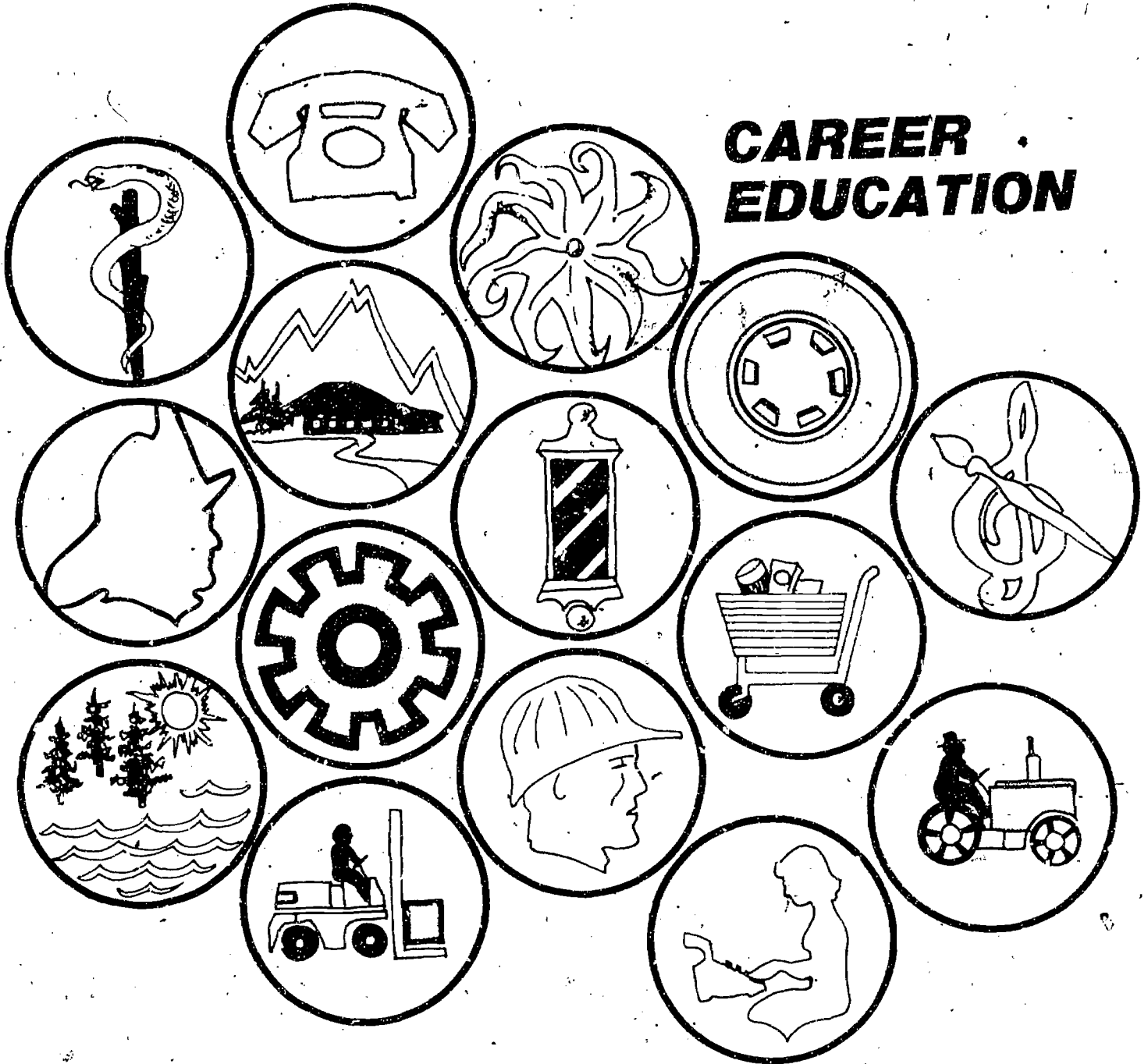
XIV. Transportation Cluster

1. Land transportation
2. Aerospace transportation
3. Pipeline transportation
4. Water transportation

XV. Business and Office Cluster

1. Accounting
2. Office clerks and managers
3. Machine operators
4. Business data processing systems

# **CAREER EDUCATION**



# **GRADE 1**

GRADE 1  
September  
01

RELATED SUBJECT AREA: This activity could be related to any group activity, in any area.

OBJECTIVES:

To allow the children to see how the performance of any member of a work group can affect the group's performance.

To allow the children the opportunity to see what the effects of his actions are on other workers, and describes his responsibilities to them because of these effects.

LEARNING ACTIVITY:

The children could be video taped working together on their work roles. Later this tape should be played back to the children so they may see themselves in the work situation and evaluate how they worked together. Here are some suggested discussion questions:

1. How does having good manners affect the children you worked with?
2. What would happen if someone was lazy?
3. What could happen if you weren't careful when you worked?
4. What would happen if you were selfish and didn't share the materials?
5. How did you feel about your class doing the work?
6. What made you feel good? Did anything make you feel bad?
7. How did you work with your group?
8. Did you help each other in the group? How?
9. Can you get more work done in a group or by yourself? Why?
10. What did you have to do to make the group work go smoother?

RELATED SUBJECT AREA: Social Science (Community)

OBJECTIVES:

To allow the children the opportunity to familiarize themselves with the non-teaching people in the school.

To allow the non-teaching help to explain to the children what their job in school is.

LEARNING ACTIVITY:

Preface the activity with the filmstrip - School Helpers

This is a simple activity that has probably been carried on in many first grades for a number of years. In connection with the career awareness program, however, the emphasis can be placed on the "why" the person performs the job, and the "hows" of performing the daily tasks. Discussion can follow concerning the necessity of having a secretary, custodian, teacher aids, tutors, coordinators, etc. Suggested questions for discussion:

1. Why do we need a secretary in our school? (principal, custodian, cook, etc.)
2. What types of jobs do they perform that are different than the classroom teachers job?
3. What do you think would happen if these people stopped doing their jobs?

SUGGESTED RESOURCE MATERIAL:

- 371.42 Hoffman, Elaine  
H School Helpers Melmont 1955  
(R)  
323 Filmstrip School Helpers (L, M, R, W, Ni)

RELATED SUBJECT AREA: Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkievicz, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on page 84-85.

The article contains six open-ended stories that are brief, but pose situations to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested starter questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually "see" the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "Actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be effective in showing how it feels to be in the other person's shoes.
10. Wrap it up involve the rest of the class in the closing discussion.

LEARNING ACTIVITY:

\* There were two sisters, Alice and Nancy. Alice was eight years old. Nancy was four.

One hot summer day Alice decided to sell lemonade in front of her house. With her mother's help, she put up a little table, made the lemonade, and set up the cups.

Then Nancy came in from the backyard, where she had been playing with her friend, Lois.

"What are you going to do?" asked Nancy. "Sell lemonade," answered Alice. "Can I help?" asked Nancy. "No: NO! Mommy, I don't want Nancy helping me. She's too young and, besides, she always does something wrong."

Nancy started to cry. "I won't hurt anything."

Discussion Questions:

1. Should younger brothers or sisters be allowed to help you?
2. How do you think Alice would feel if someone older talked about her the way she did about Nancy?

GRADE 1  
September,  
04

RELATED SUBJECT AREA: Language Arts-Communication

OBJECTIVES:

To allow children the opportunity of realizing the necessity of speaking clearly and listening well in order that a task may be completed.

LEARNING ACTIVITY:

Play "Telephone". Give one person a command, such as "Turn off the lights." Have the children pass the command along one to another, making sure the rest of the class can't hear what is being said. After the class has heard the command, the last person will relate what has been said to him. Often, the statement (it need not be a command) is altered in some way. This leads to good discussion on the importance of talking and listening well.



RELATED SUBJECT AREA: Language Arts (listening-discussion)

OBJECTIVES:

To expose children to ten particular jobs.

LEARNING ACTIVITY:

This activity can be used as a supplementary activity at any time during the year. In ten weeks, for example, each of these jobs could be talked about on a one job per week basis. The jobs are taken from the list entitled; Work, Widening Occupational Roles Kit. The teacher can get the card she wants and read the stories to the children. Discussion can follow. The ten jobs suggested for first grade are: bookkeeper, plasterer, switchboard operator, model, surgeon, probation officer, pharmacist, dental hygienist, lawyer, and geographer.

The teacher should preview the material before reading to them so she becomes familiar with some of the terms in order to explain them to the children. Also, discussion questions should be formulated at this preview time.

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To have children as a class construct an oral or pictorial definition of work.

LEARNING ACTIVITY:

Have each child ask his parents what they feel work is. On a bulletin board place the caption, "Work is" and arrange the definitions the children have brought from home around this title. Have the children discuss the different definitions and attempt to agree on one or a combination of them. Follow this up with the children bringing pictures of people working and playing. Discuss how one person's work can be another man's leisure. This should be in keeping with the definition of work the students have agreed upon.

SUGGESTED RESOURCE MATERIAL:

Magazines, newspapers, family photos, etc.

GRADE 1  
September  
07

RELATED SUBJECT AREA: Language-Social Science

OBJECTIVES:

To allow children the opportunity to discuss why it is important to work with others. To encourage children to observe what might happen if people didn't work together.

LEARNING ACTIVITY:

To show children that all people have things to offer.

View filmstrip "A Boat Named George." Upon completion, engage students in a discussion of why it is important that people work together. If discussion lags, view filmstrip again for additional insight.

SUGGESTED RESOURCE MATERIAL:

"A Boat Named George" -- Filmstrip, Record  
SVE - Getting to Know Me Series

GRADE 1  
September  
08

RELATED SUBJECT AREA: Social Science (Helpers)

OBJECTIVES:

To allow the children the opportunity to visit with a local nurse.

To allow the children the opportunity to ask questions of the nurse.

LEARNING ACTIVITY:

Mrs. Kummeth, Director of Nurses at the Owatonna City Hospital has been contacted and is willing to assist us in our Career Awareness program. She will be awaiting calls from each building's first grade teachers, at which time arrangements will be made for a nurse to come to your grade level for an appearance as a resource person in the "helper" category. The nurses will come directly from their job at the hospital to the classroom. The class should be prepared for her arrival.

OCCUPATIONAL CLUSTER:

Health Services

SUGGESTED RESOURCE MATERIALS:

- E Greene, Carla
- G Doctors and Nurses - What do they do?  
(Wi, L, M, R, W)

S Greene, Carla

I I Want to be a Nurse

(L, M, R, W)

2 2

GRADE 1  
October  
01

RELATED SUBJECT AREA: Language - (discussion)

OBJECTIVES:

To allow children to have the opportunity to discuss how the family relationship and activities change when mother works outside the home.

To allow children the opportunity to determine why a mother works outside the home.

LEARNING ACTIVITY:

This activity would probably best be conducted as a whole class discussion. The filmstrip Women at Work could be viewed to stimulate discussion. After viewing this filmstrip, a show of hands can be taken to determine how many of the children's mothers work outside the home. Discussion can then be started on why some mothers work outside the home. Have children bring out that working mothers will help the economy, but that some of her duties may have to be assumed by other members of the family.

SUGGESTED RESOURCE MATERIAL:

371.42 Radlauer, Ruth Shaw  
R Women at Work - 1952  
(R)

RELATED SUBJECT AREA: Social Science (Transportation Unit)

OBJECTIVES:

To give children insight into what a long distance mover must do in his job.

LEARNING ACTIVITY:

Invite a worker from Gallea Transfer and Storage to come into the class. He possibly could bring his truck along and give the children some information concerning long distance moving.

Suggested discussion questions:

1. How much did the truck hold?
2. Do the men have to know how to pack goods in a certain way?
3. Do you think the men have to be careful, to avoid injury while they work? How? (lift in a certain way)
4. Do the men have to be good drivers?
5. What personality characteristics are needed in this job? (be able to follow directions, work with people).

Gallea Transfer and Storage has been contacted and they are willing to assist us in the project. Their only concern is that no requests be made until after September, as they are busy up to that time.

OCCUPATIONAL CLUSTER:

Transportation

SUGGESTED RESOURCE MATERIAL:

Resource person from Gallea

GRADE 1  
October  
03

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

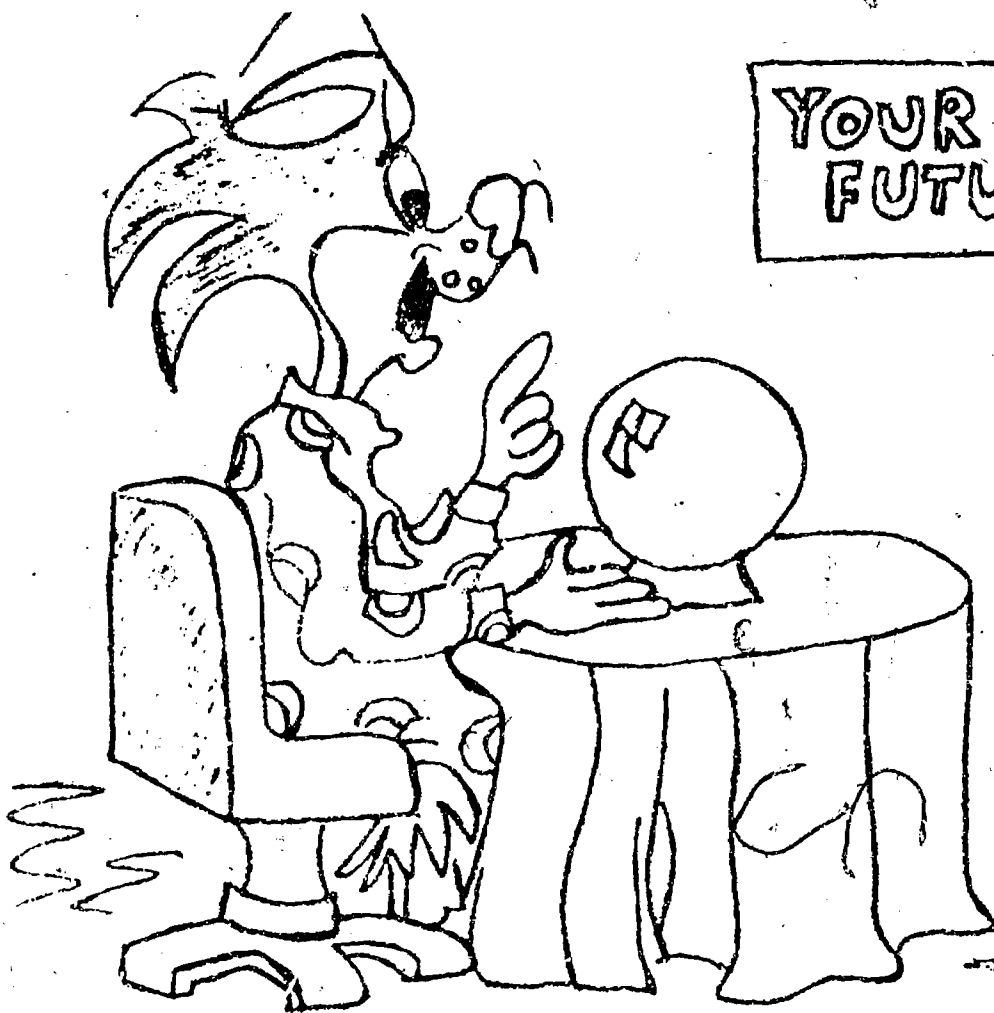
To give children the opportunity to express what they think they might want to be when they grow up, and why.

To give the teacher an additional writing activity correlated with career awareness.

LEARNING ACTIVITY:

Teacher can give a copy of attached sheet to each child and allow them to express an answer to the question posed. It will give some insight as to what children are thinking about, concerning occupations they know about, and why.

The activity sheet attached can be used also with the "Tall Tales" activity, elsewhere in this manual.



YOUR  
FUTURE

What are  
you going to  
be when you  
grow up?  
Tell Copy  
Cat!



GRADE 1  
October  
04

RELATED SUBJECT AREA: Social Science (Home, Family Community)

OBJECTIVES:

To allow children the opportunity to list work habits.

To allow children the opportunity to self-inventory their own work habits as compared to the list.

LEARNING ACTIVITY:

To allow children the opportunity to discuss how present work habits can carry over into the adult work world.

Divide the children into 4-5 small groups. (If small groups are unrealistic for this, it can be a large group situation). Have each group compile a list of work habits they think are important to them now. After allowing sufficient time to make the lists, bring children back together and put lists on the board. Large group discussion can then begin to talk about how these work habits are important not only in the first grade, but in the adult work life as well. Some bad work habits may be discussed too.

GRADE 1  
October  
05

RELATED SUBJECT AREA: Social Science (Home, Family, Community Unit)

OBJECTIVES:

To allow children the opportunity to relate what types of jobs they do at home, and why.

LEARNING ACTIVITY:

This activity could be correlated with an art lesson by having children draw pictures of themselves doing a job at home. They could then share their pictures with the rest of the class, explaining what they are doing. These pictures could then be displayed on a bulletin board or the wall. Discussion could be centered around the work roles of children, emphasizing the importance of working even at an early age.

RELATED SUBJECT AREA: Science (Weather)

OBJECTIVES:

To give children the opportunity to learn about the weather and why it changes.

To give children the opportunity to assume some roles of a weatherman.

To allow children the opportunity to keep charts on the weather for a period of time, possibly noting trends.

LEARNING ACTIVITY:

View film on Weather. Discuss the film. Continue discussion centering on the weatherman, and how he gets his information. (Possibly, Barry ZeVan could be videotaped, and the children could see this as an additional activity) Have a weather team (barometer man, temperature man, wind direction man, cloud man, etc.) The team will report the conditions daily, and keep a weather chart for a period of time (teacher's discretion.)

SUGGESTED RESOURCE MATERIAL:

Film - 22F How Weather is Forecast (available at High School)

SUGGESTED  
CHART  
FORMAT

COND. TDS	TEMPERATURE	CLOUDS	PRECIPITATION	WINDS	BAROMETER	CHANGE OF AIR	HUMIDITY
1							
2							
3							
4							
5							
6							
↓							



GRADE 1  
October  
07

RELATED SUBJECT AREA: Social Science (Helpers)

OBJECTIVES:

To allow children the opportunity to recall all that they can about certain helpers in the community.

LEARNING ACTIVITY:

Throw out an occupation and have children reflect words and phrases on that occupation and person. For example:

Barber

- |                    |                |                      |
|--------------------|----------------|----------------------|
| 1. White jacket    | 6. Comic books | 11. Chair            |
| 2. Cuts hair       | 7. Mirrors     | 12. Hair on floor    |
| 3. Shaves          | 8. Scissors    | 13. Sheet to cover   |
| 4. Styles          | 9. Hair tonic  | 7 person             |
| 5. Peppermint pole | 10. Comb       | 14. For boys and men |

Other occupations:

Zoo keeper

Explorer

Principal

Weatherman

School patrolman

The teacher can supplement this list with occupations of her choice.

SUGGESTED RESOURCE MATERIAL:

Widening Occupational Roles Kit (For teachers use only)

(Wi, L, M, R, W)

RELATED SUBJECT AREA:

OBJECTIVES:

To allow children the opportunity to further appreciate the role of this mothers at home.

To give the children the opportunity to plan in same ways their mothers might.

LEARNING ACTIVITY:

Have the children cook something. They could choose something that they might want to have. A recipe should be found to get proper proportions. A grocery list should then be made. Costing could be incorporated and ideas of where money would come from. An interesting sidelight might be a field trip to a supermarket. (This should be left up to the teacher, however. Arrangements should be made with the store, individually.) Otherwise, a small group of children could be appointed to do the purchasing. After materials have been gathered, the cooking can begin. Table setting and clean-up should also be included. All of these areas may be delegated to small groups, with all children participating. Following the activity, discussion can center on mother's duties in this one area (meal preparation.) Possible questions would be:

1. Is there more to getting a meal on the table than just cooking?
2. Does Mother have to follow directions in the planning and preparation of a meal?
3. After the meal is complete, is Mother's work finished?
4. How do a family's likes and dislikes affect meal planning?

RELATED SUBJECT AREA: Social Science (transportation)

OBJECTIVES:

To allow the children the opportunity to see what an ambulance looks like, inside and out.

To allow the children the opportunity to find out what an ambulance attendant must know and do.

LEARNING ACTIVITY:

Contact White Ambulance Service and arrange to have them come to school for an on-the-spot resource person, and the equipment he works with. Mr. White has indicated his willingness to participate in this program. Each teacher should make her own arrangements with Mr. White, as to time, and day, etc.

Each grade level should coordinate a time when all first grades of a particular building can utilize this resource activity. Follow up the observation with class discussion. Possible questions:

1. What type of special equipment does the ambulance attendant have to work with?
2. Because of the special equipment, do you think the attendant has to have special training?
3. What personality characteristics do you think are necessary for this type of occupation (e.g. not easily excited, can take the sight of blood, quick thinking, etc.)

This activity should be prefaced with a student discussion about what they will be seeing and hearing. They should be encouraged to ask questions of Mr. White when he arrives.

OCCUPATIONAL CLUSTER:

Transportation or Health Service

GRADE 1  
November  
03

- RELATED SUBJECT AREA: Language Arts (Handwriting)  
Language Arts (Reporting)  
Social Science (Transportation)

OBJECTIVES:

To allow children the opportunity to do individual research on an occupation in the transportation cluster.

To allow children the opportunity to report both written and orally the material they have researched.

LEARNING ACTIVITY:

Each child can be assigned or allowed to choose one particular occupation in the transportation cluster to report on. (It need not be a driver or operator, but any occupation that fits.) They then can use the resource material available in school libraries to research their topics and write about them.

OCCUPATIONAL CLUSTER:

Transportation

SUGGESTED RESOURCE MATERIAL:

See resource guide under Transportation Workers



RELATED SUBJECT AREA: Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkiewicz, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on page 84-85.

The article contains six open-ended stories that are brief, but pose situations to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested starter questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually "see" the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "Actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be effective in showing how it feels to be in the other person's shoes.
10. Wrap it up; involve the rest of the class in the closing discussion.

LEARNING ACTIVITY:

Billy was playing with his toy cars in the bedroom he shared with his younger brother, Mark.

He had all his toy cars set up in the middle of the floor. There were small toy houses, gas stations and stores to make it look as if Billy's toy cars were driving in a city.

Billy stood up and looked at what he had built. Then he went to ask his mother to come and look at it.

While he was out of the bedroom, Mark walked in and saw the toy city. He kicked all the toys and scattered them about the room.

When Mark heard Billy returning with his mother, he hid behind the bed.

"What happened?" Billy cried when he and his mother entered the room.

Discussion Questions:

1. What must Billy feel inside himself right now?
2. Do we hurt other's feelings when we damage their things?
3. What should Mark do?
4. What should his mother say?

GRADE 1  
November  
05

RELATED SUBJECT AREA: Social Science - Show and Tell - language

OBJECTIVES:

To allow children the opportunity of sharing something "Uniquely their own", their parents. To allow children the opportunity to hear and see what people do during the work day. To allow children the opportunity to see and touch the tools of work used by their parents. To allow children the opportunity of writing a letter of invitation to their parents.

LEARNING ACTIVITY:

Schedule times that parents (mothers and fathers) can come to school for 15-20 minute periods during the course of American Education Week, to explain to the class what they do and why they do it. Allow children the opportunity to introduce their parents to the rest of the class. After the visits, thank you letters could be sent to the parents that participated.

SUGGESTED RESOURCE MATERIAL:

E Udry, Janice May  
U What Mary Jo Shared

November 1973

Dear Parents,

In conjunction with the Owatonna Public-Parochial Career Awareness program, and American Education week our first grade class at \_\_\_\_\_ School would like to extend an invitation to you to visit our class during the week of November \_\_\_\_\_ 1973.

However, rather than have you observe our class for a few minutes, we are asking that you participate in a "Parent Show and Tell" activity.

The object of this activity is to allow the children an opportunity to hear, and see, what you do during the course of your working day, and if possible, to "touch" some tools that you use in your occupation.

Your child will be writing you a formal letter of invitation in the near future. I will be contacting you to see what time arrangements can be made, if any. Please complete the form below, and return with your child.

Your cooperation with this activity is greatly appreciated.

Sincerely,

-----

\_\_\_\_\_ Yes, I would be available to participate in your activity.

\_\_\_\_\_ No, I will not be available to participate in your activity.

Signature \_\_\_\_\_

GRADE 1  
December  
01

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To allow children the opportunity to create sentences when given an idea. To allow children to become familiar with different occupations and what service they provide.

LEARNING ACTIVITY:

This activity can be set up as follows. Certain phrases such as "When I need....," "When I am ....," "When I went....," can be put on a ditto. Children can then complete the sentences by thinking of different occupations that would work. Example: "When I am sick, I go to the doctor," or "When I need a tooth pulled, I go to a dentist." Others will work for many of the people studied in the community helper unit in Social Science. In fact, this activity could be correlated with that unit.

GRADE 1  
December  
02

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To give children the opportunity to develop insight as to the types of jobs in the newspaper industry.

To allow the children the opportunity to construct a newspaper of their own.

LEARNING ACTIVITY:

Contact Kim Arteel at the Owatonna People's Press. He will be available to speak to children on the operation of the newspaper. Children should be allowed to ask questions. Some questions might be:

1. Where does the paper come from?
2. How many people print the paper?
3. Do these people work during the day or night?
4. What does an editor do?
5. What does a reporter do?

These questions could be posed to the children before the resource person arrives in order to stimulate thinking. After the speaker, this followup activity could be used:

Have the children construct a newspaper of their own for a week. Job division can include sports editor, news reporter, cartoonist, editor, weather reporter, printer, and carrier. After all the news is gathered and edited, a discussion of layout can ensue. News can be gathered from the class and school.

SUGGESTED RESOURCE MATERIAL:

070 Sootin, Laura  
S Let's Take a Trip to a Newspaper  
(W, WI)

GRADE 1  
December  
03

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To give children some insight to why we have parental authority.

To allow children the opportunity to see some of the consequences of a lack of parental authority, or too stringent authority.

LEARNING ACTIVITY:

Start the activity by reading "Tale of Peter Rabbit" and then discuss the story. Then either a creative writing or a co-op chart could be assigned, considering each individual's experiences that had to do with not listening to parents. This could be put on a T.V. Roll and be illustrated as well.

SUGGESTED RESOURCE MATERIAL:

- E Potter, Beatrix
- P Tale of Peter Rabbit  
(Wi, L, M, R, W)

GRADE 1  
January  
01

RELATED SUBJECT AREA: Social Science (our country) (transportation)

OBJECTIVES:

To allow children the opportunity to discuss and learn about the different occupations in the airline industry.

LEARNING ACTIVITY:

This activity can be best correlated with the first grade imaginary trip to Washington D.C. A good discussion could be conducted concerning what is necessary to take a trip to Washington, D.C. from the travel agency to final touchdown.

Examples: Ticket seller, baggage handlers, gate attendants, meteorologist, tower communicator, air traffic controller, maintenance men (mechanics, runway technicians, fueler, custodians) cooks, stewardesses, navigator, co-pilot, pilot.

Discuss Questions:

1. What is necessary for us to do before we can get onto an airplane. (buy a ticket from a ticket seller)
2. What happens to luggage on an airplane?
3. How do we know which airplane to get on?
4. What makes it possible for us to fly for a long time? (fuelers, mechanics)
5. How can we be sure we won't get in another plane's way when we land or take off? (traffic controllers, communicator)
6. What is provided in the plane so we are comfortable? why? (food, stewardesses duties) (custodian)
7. How do we know where we are going? (navigator)
8. Why is there a co-pilot?

Judd and Barbara Jacobson of Travel Headquarters, in Owatonna have consented to assist you in the "planning of your trip." They will be willing to arrange times for someone from their office to come into class and tell what must happen before the children board their plane. See the attached copies of a ticket and baggage tags. Use these for each student. (They can be dittoed) Each teacher should make her own arrangements with Travel Headquarters, or to combine efforts with other first grade teachers in their building.

OCCUPATIONAL CLUSTER:

Airline Industry



[illegible][illegible]

**NORTHWEST ORIENT AIRLINES**  
BAGGAGE CLAIM CHECK

Baggage liability limit \$500 per passenger unless excess value declared and applicable charges paid. Subject to tariff rules. Different limit for international carriage. See Ticket.

**360-139**

**TAMBA**

GRADE 1  
January  
02

RELATED SUBJECT AREA: Social Science

OBJECTIVES:

To identify child's self-concept.

LEARNING ACTIVITY:

This activity can be carried out after studying about monuments and memorials. Have the children make a monument (use whatever media you wish) to himself, and write a short paragraph that can be attached to the monument, telling why the monument is deserved. Good discussion can be conducted by asking children what things are necessary for a person to deserve such a structure. From here, you can point out some outstanding monuments and consider the traits of the people they represent.

GRADE 1  
January  
03

RELATED SUBJECT AREA:: Social Science (Helpers) - Reading - Language

OBJECTIVES:

To give children opportunity to guess occupations when information is given in riddle form.

To allow children a fun-time activity while learning some basic facts of occupations.

LEARNING ACTIVITY:

The teacher can read riddles to whole class as class activity.

~~The teacher can~~ project individual riddles on overhead and have class read them silently or aloud.

The teacher can use riddles in small group activity or as individual activity.

Riddles can be transliterated into ITA, for use in those classrooms.

### WORKER RIDDLES

1. My job is to help people keep their homes clean and neat. I wash and iron and vacuum and dust. Sometimes I cook and take care of children. Who am I? (maid)
2. I make ladies beautiful by using hair pins and curlers and permanent waves. Who am I? (beautician)
3. I build sturdy houses and walls. I use a special kind of heavy blocks with cement in between. Who am I? (bricklayer)
4. I am the person who makes it possible for you to read books and magazines and newspaper. Without me, you would have very little to read. Who am I? (printer)
5. My job is usually on or near downtown streets where businessmen work. I make their footwear look clean and shiny. Who am I? (shoeshine boy)
6. I am the most important person on a ship. I tell the sailors what to do. It is my job to see that the ship travels in the right directions. Who am I? (naval officer)
7. You are glad to see me come when a certain thing in your house is broken. It is my job to fix it so you can once again watch and hear about what is happening around the world. Who am I? (TV repairman)
8. I work where it is dark and damp and dirty. I often go deep down inside the earth where I chip and break minerals away from the sides of caves. Who am I? (miner)
9. I have to get up early in the morning. I bring news to many homes. Sometimes I use a bicycle to deliver my goods. Who am I? (newspaper boy)
10. I help people enjoy our national parks. I teach them how to play safely in the woods. Sometimes I take care of animals. Sometimes I become a fireman or policeman. Who am I? (forest ranger)
11. I pack and take to your car all of the things that you buy in a grocery store. Who am I? (carry-out boy)
12. I make flowers into beautiful presents for churches and homes and hospitals, for birthdays, anniversaries, funerals, and weddings. Who am I? (florist)
13. I am sort of a doctor for automobiles. I know how all the parts of it fit together and how they should work. Who am I? (mechanic)
14. Rub-a-dub-dub, I scrub and scrub. But not any more; that was before I had a machine to wash the clothes clean. Who am I? (laundry worker)
15. I fill the tank and check the oil, put water in radiators so they won't boil. I wipe the windows, give fluid for brakes, and when I'm finished -- your money I take. Who am I? (gas station attendant)

16. I wear a uniform and cap. I use a bat and glove. I try to hit home runs. Who am I? (ball player)
17. I take orders and carry trays and serve all sorts of delicious foods. Who am I? (waitress)
18. I work with gold and silver and beautiful things that are broken. I set beautiful stones, and sell china, silver and crystal. Who am I? (jeweler)
19. I sit at a desk. I take dictation; I answer the telephone and I type letters. Who am I? (secretary)
20. I love to work outdoors. I plant and sow and rake and hoe. I raise fine animals. I have big machines that help me do my work. Who am I? (farmer)
21. Rat-a-tat-tat---tshhh-tshhh-clang! My job is making noise in fancy rhythms. My tools are called instruments. Who am I? (musician)
22. If a hailstorm had made a hole in the top of your house, I would fit shingles together like a puzzle to cover the hole. Then you would be warm and dry again. Who am I? (roofer)
23. I wear strange clothes. My job is exciting and dangerous. From where I work I can see many oceans and rivers and land formations. I guide a ship, but am not a sailor. Who am I? (astronaut)
24. I stack cans and boxes on boxes. I stamp numbers on the cans and boxes so that people will know how much to pay for them. Who am I? (stock boy)
25. Tap-tap-tap-----I exchange new soles for old. I tack on heels and mend old toes, and buff and brush and polish. Who am I? (shoemaker or shoe repairman)
26. I work with cord and wires. If mother's toaster or vacuum cleaner or iron does not work, I'm the man to call. I must work very carefully. My job can be dangerous. Who am I? (electrician)
27. I swirl and twirl and bow. I make pictures of the music with my body. I wear lovely, fancy clothes. Who am I? (ballerina)

GRADE 1  
January  
04

RELATED SUBJECT AREA: All may be used.

OBJECTIVES:

To allow children the opportunity to describe and see how his role as a student is like that of an adult worker.

LEARNING ACTIVITY:

For a period of time, structure the school life of the child as much as possible like a work situation. The children may keep time cards, be given varying responsibilities on a work task; organize work groups, identify milk break as a work break, be given a "paycheck" in terms of tokens, grades, etc.

GRADE 1  
January  
05

RELATED SUBJECT AREA: Art

OBJECTIVES:

- To allow the children the opportunity to use scissors.
- To allow the children the opportunity to see pictures of people at work.
- To allow the children the opportunity to identify worker in their roles.

LEARNING ACTIVITY:

This activity can be coupled with the construction of a bulletin board as a culminating activity. Have the children bring old magazines from home. As they page through the magazines, have them cut pictures out that show people working. This will allow them to recognize workers, and also question the teacher as to whether or not a picture depicts work, and thus widening their perspectives on different occupational roles. After the cutting of pictures is completed, have the children staple their pictures to a bulletin board, and a collage of pictures will be formed. The attached bulletin board may serve as an example.

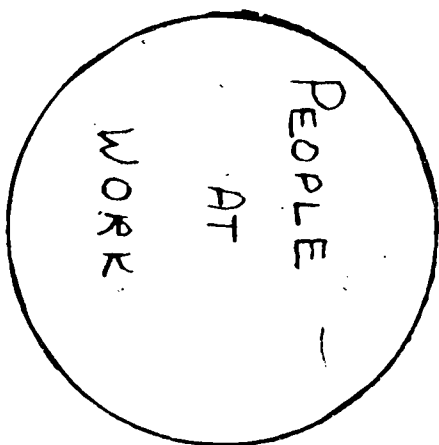
CHILDREN CAN PLACE  
PICTURES

ALL OVER

THIS AREA

TO MAKE

THE



COLLAGE



GRADE 1  
February  
01

RELATED SUBJECT AREA: Social Science

OBJECTIVES:

To allow children the opportunity to understand the idea of individual rights and freedoms we take for granted.

LEARNING ACTIVITY:

After considering Abe Lincoln, have the children choose a partner for the afternoon. One will be the master; the other, the slave. After an hour or so of orders given and played out, call the class together and have the slaves relate feelings and attitudes concerning the dislikes of their experience. Then change the roles. After everyone has had a chance to be a slave and relate their opinions, have the children write stories, "It's Great to be Free!"

SUGGESTED RESOURCE MATERIAL:

Biographical sketches of Abraham Lincoln

GRADE 1  
February  
02

RELATED SUBJECT AREA: Social Science (Language Arts collation)

OBJECTIVES:

To allow the children the opportunity to think creatively.

To allow the children the opportunity to write creatively on a subject they have some previous background.

LEARNING ACTIVITY:

After studying about the duties of the President of the U.S., have the children write a story about them being the President for a day. Discuss the problems that confront the President, and have each child choose one of these problems (war, hunger, pollution, defense, etc.) and have them write on how they would solve the problem as President.

SUGGESTED RESOURCE MATERIAL:

353 Hoopes, Roy  
H What the President Does All Day  
(W, L, M, R, W)

GRADE 1  
February  
03

RELATED SUBJECT AREA: Human Relations (ethics)

OBJECTIVES:

To give the children the opportunity to gain insight in personal development and group dynamics.

LEARNING ACTIVITY:

The 170 section has filmstrips that deal with ethics and social development. The situations are common and the approach is good. They serve as a springboard for discussion on topics such as playing fair, making friends, following directions, taking turns, honesty, etc. This activity can be used at the teacher's discretion; perhaps over a period of several days, or weeks, using one filmstrip per session. A good time to start would be early in the year, but this is not necessary, as situations may arise during the course of the year that will make their use timely and functional. Titles other than those listed below may be used. They are found under ETHICS and COMMUNITY LIFE sections of your A-V manual.

SUGGESTED RESOUC E MATERIAL:

170 New Friends, Good Friends  
N (Wi, L M, R, W)  
170 Playing Fair  
P (Wi, L, M, R, W)  
170 No One Will Know the Difference  
N (Wi)

170 A Picnic in the Park  
A (Wi)

GRADE 1  
February  
04

RELATED SUBJECT AREA: Art and any related subject area

OBJECTIVES:

To allow children the opportunity to identify ways in which others depend on work he does.

To allow children the opportunity to describe the advantages and disadvantages of depending on others and being depended upon.

LEARNING ACTIVITY:

Construct a classroom mural, using the combined work of many children and teaching the interdependency of workers. Remember that a mural is more than a giant picture. It should tell a story. The theme could be centered around Thanksgiving, Easter, or the scene could integrate all the phases of a product, such as milk.

GRADE 1  
February  
05

OBJECTIVES:

To allow the children the opportunity to construct mobiles.

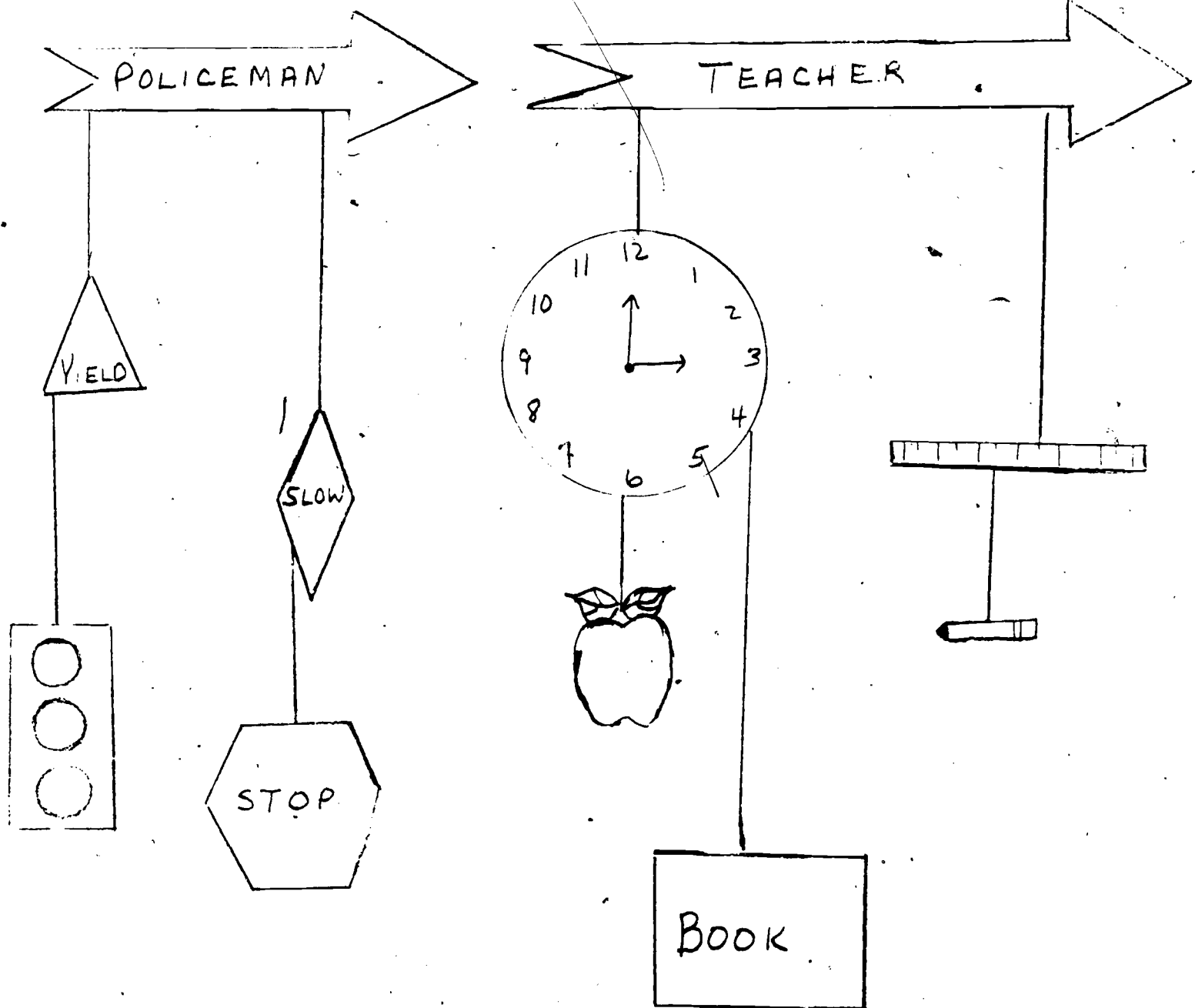
To allow the children the opportunity to review what they know about a particular person engaged in an occupation.

LEARNING ACTIVITY:

See attached activity sheet for examples

Other occupations would work as well.

# EXAMPLES:



RELATED SUBJECT AREA: Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkieviez, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on page 84-85.

The article contains six open-ended 'stories' that are brief, but pose situation to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested started questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually see the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "Actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be effective in showing how it feels to be in the other person's shoes.
10. Wrap it up; involve the rest of the class in the closing discussion.

LEARNING ACTIVITY:

"Today, I couldn't find my new pencil," Mary told her mother when she came home from school. "I bet Scott took it from my desk when I was with my group."

"Have you told your teacher, Mary?" asked Mother.

"Yes, but she just says, 'I can't do anything about it, Mary. You have to take care of your own things.'"

The next day in school, Mary was working with some other children on a project at the bulletin board when she saw Scott put his hand in her desk.

"Get out of my desk, Scott. I saw you. You had your hand in there!" She was yelling, and everyone in the room looked at both of them. "What did you take this time?"

"Nothing," replied Scott.

"Now, let's see", said their teacher. "I didn't take anything. Honest, I didn't," insisted Scott.

Discussion Questions:

1. What should Mary do?
2. What should Scott do?
3. Why do some people take things which don't belong to them?
4. What might happen to Scott?



GRADE 1  
March  
02

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To allow children the opportunity to express themselves in story form, concerning the uniqueness that each possesses.

LEARNING ACTIVITY:

Share with the children the poem, "I'm Just Me!", by Margaret Hillert. After reading and discussing it, give the children handwriting paper and instruct them to write a story about themselves. Have them look at themselves closely and write all that they can about themselves. After these have been completed, an attractive display can be made on a bulletin board or wall.

GRADE 1  
March  
03

RELATED SUBJECT AREA: Social Science (Animals)

OBJECTIVES:

To allow the children the opportunity to talk to and see how a zookeeper does his job. To allow the children the opportunity to find out the many particulars about some of the strange animals that they see.

LEARNING ACTIVITY:

Plan a field trip to Como Park.

This activity is more in-depth than the usual trip to Como Zoo to see the animals. The zoo has indicated that the director or a zookeeper would be available to speak with groups of children. The concern is that the zookeepers would not be available after April, because of the great numbers of children visiting the zoo. Before April was suggested, the fall months suggested, as well as the winter months, because many animals are out the year around, and the zoo is open during these months. Suggestions for planning will be coming from the zoo office, and copies will be made for each teacher.

GRADE 1  
March  
04

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To allow the children the opportunity to express themselves by writing "tall tales" about what they would like to be.

LEARNING ACTIVITY:

View such filmstrips as "Pecos Bill," and "Paul Bunyan," etc., as an introduction to what tall tales are, and how they are written. Give each child a piece of writing paper and have them write tall tales concerning what they might want to be when they grow up. Have them include as much outlandishness as they can. The finished tales should be fun to listen to when shared with the class.

SUGGESTED RESOURCE MATERIAL:

- 398.2 Filmstrip - Paul Bunyan EB (L, M, R, Wi)
- 398.2 Filmstrip - Pecos Bill EB (L, M, R, Wi)
- 398.2 Filmstrip - Pecos Bill Becomes a Cowboy CUR (W, Wi)

RELATED SUBJECT AREA: Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkieviez, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on pages 85-85.

The article contains six open-ended stories that are brief, but pose situations to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested starter questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually "see" the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "Actors" roleplay the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be affective in showing how it feels to be in the other person's shoes.
10. Wrap it up; involve the rest of the class in the closing discussion.

LEARNING ACTIVITY:

Janice lived in the corner house with her mother, father, and seven brothers and sisters. They did not have much money, and had to wear old, worn-out clothes.

Being the youngest in the family, Janice often played by herself as her brothers and sisters were too busy for her.

Not many of the boys and girls on the block played with Janice or her brothers and sisters.

One day Janice saw a group of boys and girls playing down the street. She walked over to them.

"Hello," she said. "Can I play with you?"

One of the bigger girls stood up. "My mommy says I can't play with you because you always look dirty and wear old clothes."

The others started to laugh. Janice didn't know what to do.

Discussion Questions:

1. What should Janice do?
2. Was the big girl thinking about how she might feel if she were in Janice's place?
3. What should the other children have done?

GRADE 1  
April  
02

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To encourage the children to look at themselves and their actions on a daily basis for a period of time.

To allow children to write of their experiences and with illustrations make a book that could be shared with their friends.

LEARNING ACTIVITY:

Have the children keep a diary on their activities for a period of time (possibly 2-3 days, maybe longer) Then have them write their entries in story style, complete with illustrations. Each child may then share these stories with their classmates, and ultimately with their families. Help the children to remember the types of things to be included, such as being a student, a helper and the many incidents that make up the children's day.

GRADE 1  
April  
03

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To allow children to demonstrate success in coping with new social and work roles.

To become aware of the wide variety of tools and work clothes connected to various occupations.

LEARNING ACTIVITY:

"Mama and Papa Bag" children bring in tools and/or clothing used by their parents, relatives, friends, etc., on their jobs, and explain how the tools are used. The class can keep a list of new roles they discover.

SUGGESTED RESOURCE MATERIAL:

"Jack and Jill" magazine - monthly stories  
"My Father is a ....."

GRADE 1  
April  
04

RELATED SUBJECT AREA: Keep American Beautiful Campaign

OBJECTIVES:

To impress upon children that as human beings, we are the earth's custodians.

To allow children the opportunity to actively participate in an area clean-up project.

To allow children the opportunity to express themselves on how they would like our earth to be.

LEARNING ACTIVITY:

This activity will give the children a sense of "doing" and hopefully will be satisfied that they helped in a way to keep our earth clean. First, discussion could be started concerning pollution and its different forms. After this, the children can make posters of beautiful scenery, recreation facilities, etc., centering on how America should look. This can be accomplished by cutting scenery from magazines and pasting, or by any media in art the teacher wishes.

A co-op chart could be made on things we as people can do, or another chart on things industry can do. A clean-up-the school campaign can be initiated with total school involvement. A culminating activity can be to have children work on their home blocks in a clean-up campaign, giving an award for the child who brings in the most litter.



GRADE 1  
April  
05

RELATED SUBJECT AREA: Social Science

OBJECTIVES:

To allow children the opportunity to identify characteristics of good citizenship.

To allow children the opportunity to identify good citizenship characteristics as they relate to them, personally.

LEARNING ACTIVITY:

This activity can be centered around the filmstrip "Mrs. Cackle Becomes a Good Citizen." View the filmstrip and discuss what problems Mrs. Cackle had with her neighbors, and how they were resolved. After viewing and discussing the filmstrip, make a co-op chart on being a good citizen as children. A culminating activity could be to have children interview their parents as to good citizenship in the adult world. These reports can be shared with the rest of the class.

SUGGESTED RESOURCE MATERIAL:

800.3 Filmstrip - Mrs. Cackle Becomes a Good Citizen  
(Wi, L, M, R, W)

GRADE 1  
April  
06

RELATED SUBJECT AREA: Social Science

OBJECTIVES:

To give the children the opportunity to compare their life styles of today with historical and present day explorers.

LEARNING ACTIVITY:

This activity could be correlated nicely with the explorers unit in Social Science. The following are ideas that can be used for several of the people talked about:

Columbus - "The Land I Would Discover."

Cousteau - "What I'd Find Under the Sea."  
(correlate with Dan the Diver - Book 4 ITA)

Glenn - "What it's Like in Space."

Hudson - "If I Were on Hudson's Ship."

Cook - "How the Tahitians are Different From Us."

Livingston - "How Would my Life in the Jungle be Different From What it Now is?"  
Individual ideas could be utilized here as well.

SUGGESTED RESOURCE MATERIAL:

Explorer Unit - Social Science texts

GRADE 1  
May  
01

RELATED SUBJECT AREA: Reading, Spelling, Language Arts

OBJECTIVES:

To allow children the opportunity to doing a fun time activity for reading, spelling or language arts. To give children individual seatwork activities.

LEARNING ACTIVITY:

Teacher can use the attached sheet for a spirit master ditto or overhead transparency:

Activity can be used with whole class or individuals.

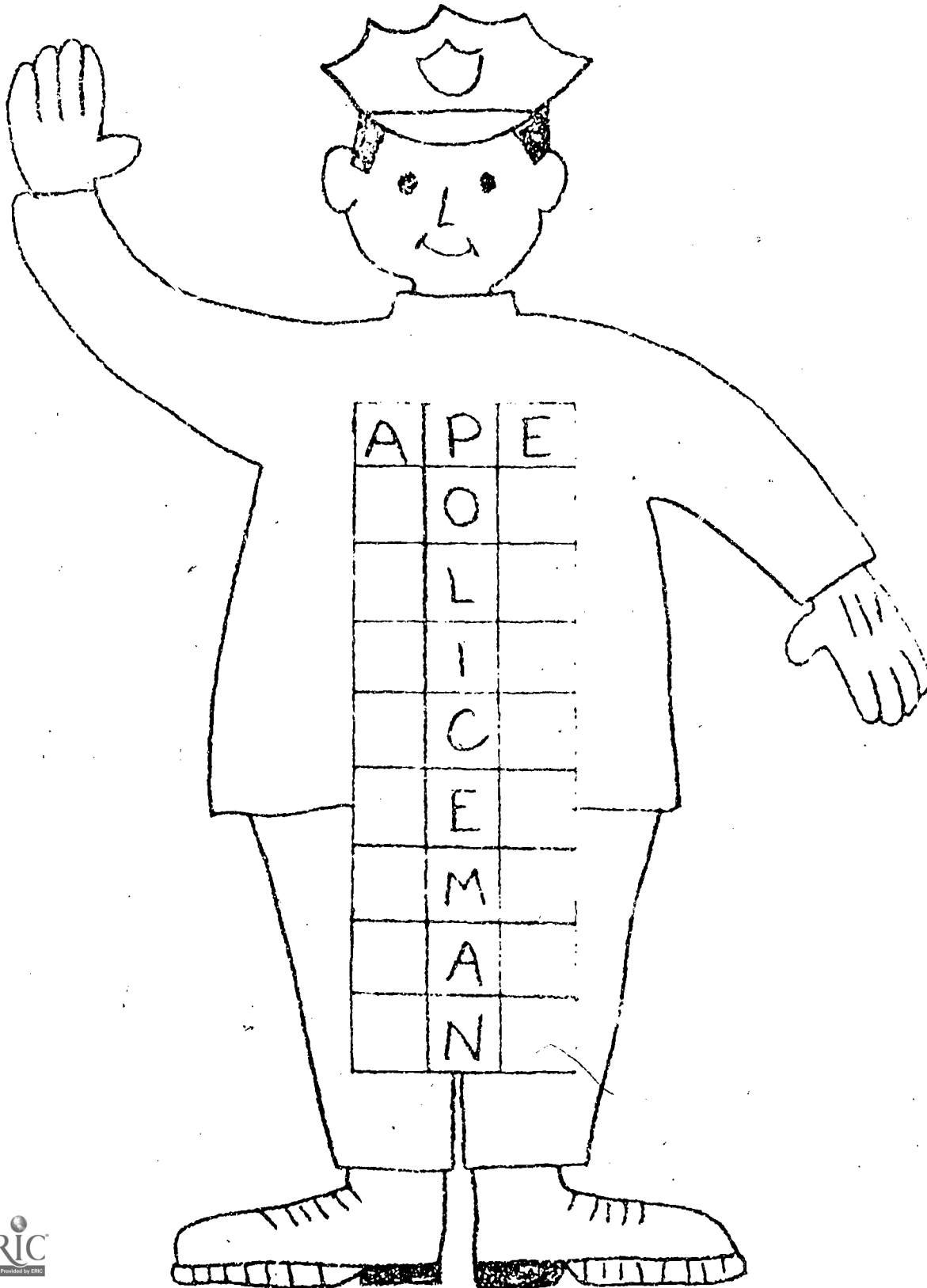
Teacher might construct additional puzzles using different characters.

ITA teachers can transliterate puzzle into ITA.

Name \_\_\_\_\_

## Policeman Puzzle

Make your own words for this puzzle.  
use the letters given to you. See how  
many different words you can write



RELATED SUBJECT AREA: Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkiewicz, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on page 84-85.

The article contains six open-ended stories that are brief, but pose situations to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested starter questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually see the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be effective in showing how it feels to be in the other person's shoes.
10. Wrap it up; involve the rest of the class in the closing discussion.

LEARNING ACTIVITY:

Nancy walked into the house, crying. "What's the matter, Nancy?" asked Mother. "Terry and Lisa keep running away from me. They won't let me play with them," sobbed Nancy. Nancy's mother went to the door. "Terry, she called 'Come here. You too, Lisa.'"

Mother asked them why Nancy couldn't play with them. "She's such a baby, Mommy," said Terry. "She's your sister, Terry," snapped Mother angrily. "I know, Mommy, but she bugs me and Lisa." "She's your baby sister and she want to be with you." "But..." "That's enough, Terry," interrupted Mother.

Discussion Questions:

1. Are Terry and Lisa right in wanting to play by themselves?
2. What can Mother do for Nancy?
3. What do you suppose Terry is thinking to herself now?
4. How would you solve this problem?

GRADE 1  
May  
03

RELATED SUBJECT AREA: Language Arts

OBJECTIVES:

To give children the opportunity to role play the work their parents do.

To give children the opportunity to communicate an idea to their classmates without speaking.

LEARNING ACTIVITY:

Have children find out what their parents do. Over the period of 3-5 days, allow each child the opportunity to pantomime their parent's (both) occupation, and allow the rest of the class the chance to guess what it is. The rest of the class can make a game of who can guess first the occupation being mimed.

SUGGESTED RESOURCE MATERIAL:

371.42 Radlauer, Ruth  
R Father at Work (L, M, R)

371.42 Radlauer, Ruth  
R Women at Work (P)

E Puner, Helen  
P Daddies: What They Do All Day  
(L, M)

GRADE 1  
May  
04

RELATED SUBJECT AREA: Social Science (Explorers)

OBJECTIVES:

To allow children the opportunity to realize that diving can be used for working situations, scientific situations, and sporting situation.

To allow children the opportunity to see diving equipment and discuss how it is used and what must be known about it to use it safely.

To allow children the opportunity to get a closer look at the type of lifestyle the people of the Calypso live.

LEARNING ACTIVITY:

Carl Sehnert has been contacted and is willing to avail diving equipment from his diving shop. He is willing to help in developing a rotating display of diving equipment. He also has films and literature that can be made available. Explaining the differences among sport diving, working diving, and scientific diving. Suggested discussion questions while the display is in your building:

1. Why do you think people want to swim underwater for long periods of time?
2. Are there dangers that divers have to be concerned about when they dive?
3. What satisfaction can a diver get from diving?
4. Do you think diving for work would be a good way to make a living? Why or why not?



RELATED SUBJECT AREA: Social Science (Animals)

OBJECTIVES:

To allow the children the opportunity to have a veterinarian explain what he does in his occupation.

To allow the children to see what tools a veterinarian works with.

To allow the children to ask questions concerning his duties.

LEARNING ACTIVITY:

All of the veterinarians in Owatonna have been contacted to cooperate in our Career Awareness program. Rather than have one come to all of the schools, the following doctors will visit these schools:

McKinley	Dr. Coates
Washington	Dr. Halvorson
Roosevelt	Dr. Kingrey
Wilson	Dr. Kingrey
Lincoln	Dr. Gute
St. Mary's	Dr. Gute

A general discussion of a veterinarian can precede the actual visit. Good discussion can follow. Each grade level from each building should coordinate their arrangements and call their respective veterinarian when they have the need.

OCCUPATIONAL CLUSTER:

Veterinarians

SUGGESTED RESOURCE MATERIAL:

E Greene, Carla  
G Animal Doctors - What Do They Do?  
(Wi, L, M, R, W)

636 Hefflefinger, Jane

GRADE 1  
May  
06

RELATED SUBJECT AREA: Social Science

OBJECTIVES:

To allow children the opportunity to see that many occupations require the same types of personality characteristics.

LEARNING ACTIVITY:

Make a list of 10-15 occupations. Make a list of personality characteristics that would work well with the list of occupations. As a class activity, take each occupation individually and let the children select personality characteristics they think apply. Continue with the remaining occupations in the same manner. After all occupations are used up, go back over them and pick out the characteristics that are necessary for all occupations given. Children should see that many occupations require common personality characteristics. Examples are on attached sheet.

# OCCUPATION

Fireman	Policeman	Mailman	Milkman	Warehouseman	Secretary	Doctor	Teacher
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5

Machinist	Farmer	Bus Driver	Housewife	Telephone Operator	Clerk	Hairdresser
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5

## PERSONALITY CHARACTERISTICS

- |   |  |
|---|--|
| <p>A. Help People</p> <p>B. Be Able to read well</p> <p>C. Be a good driver</p> <p>D. Be able to lift heavy things</p> <p>E. Be able to type well</p> <p>F. Be able to do things quickly and well</p> <p>G. Be able to understand people</p> <p>H. Be able to run machinery</p> | <p>I. Have good work habits</p> <p>J. Be able to talk to people</p> <p>K. Be able to handle many situations</p> <p>L. Know where things belong</p> <p>M. Be a good worker with hands</p> <p>N. Like their work</p> |
|---|--|

GRADE 1  
June  
01

RELATED SUBJECT AREA: Social Science (Animals - Food)

OBJECTIVES:

To give children insight on how a farmer takes care of animals on the farm, and why.

To allow children to find out what foods come from animals.

LEARNING ACTIVITY:

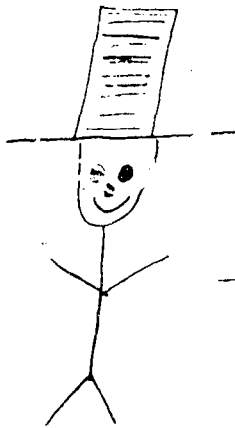
The teacher can prepare some charts that show how the farmer is responsible for producing farm products and how these products are utilized in the end product. These need not be extravagant. An example follows on the next page.

This type of thing could be done with beef, milk, chickens, etc. An optional activity could be up to the teacher. If there are any rural children in the class, the teacher could call the child's father and ask him to come to class and explain what his duties as a farmer are.

SUGGESTED RESOURCE MATERIAL:

S Greene, Carla  
I I Want to be a Farmer  
(Wi, L, M, R, W)

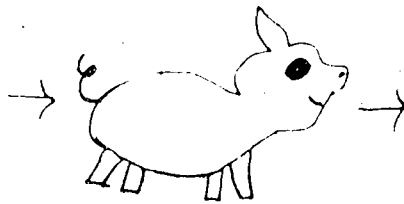
3 2



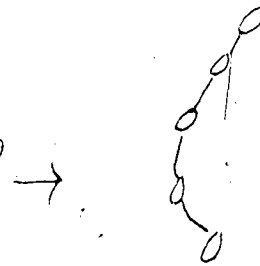
FARMER



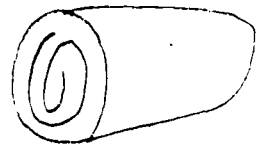
CORN



PIG



SAUSAGE



HAM

GRADE 1  
June  
02

RELATED SUBJECT AREA. Language Arts (Self Awareness)

OBJECTIVES:

To allow children the opportunity to turn negative attitudes towards other children into positive attitudes.

To allow children the opportunity to explore interpersonal relations, to help them think about their own feelings and those of others, and to give them a sense of personal worth and brotherhood.

LEARNING ACTIVITY:

The February, 1972 issue of INSTRUCTOR has an article by Joseph E. Malkiewicz, a teacher in Kenmore, New York. It is entitled, "Me and Him," and is found on page 84-85.

The article contains six open-ended stories that are brief, but pose situations to children that they have or will have faced. Each story has several discussion questions following it. Some general procedures are listed for presenting the stories, but may be subject to modification:

1. <sup>4</sup> Discuss in a general way the theme of the story, to establish the area of concern.
2. Read the story, allowing time for reflection.
3. Encourage discussion. (Suggested starter questions accompany each story.)
4. Capitalize upon discussion to frame new questions.
5. When the time seems right, suggest that it might be valuable to actually "see" the situation.
6. Encourage pupils to volunteer. (Sometimes you may want to assign certain parts to specific youngsters.)
7. Let the "Actors" role-play the story, adding their own ending.
8. If appropriate, have others in the class also enact the situation.
9. Consider having some children exchange or reverse their roles. This could be effective in showing how it feels to be in the other person's shoes.
10. Wrap it up; involve the rest of the class in the closing discussion.

### LEARNING ACTIVITY:

Tommy was learning how to swim. At least that's what his parents hoped when they sent him to the school every morning during the summer.

Tommy hated to go, but he was ashamed to tell his mom and dad. The fact was that Tommy was afraid of the water. And the other boys in the class didn't help.

"Come on! Jump in, Tommy. It's not deep. It's not ever over my head," yelled Gregory, who was in the water already.

"Go ahead; jump," said Mr. Sweeney, the swimming teacher. "He's chicken!" shouted Bob. "He's chicken."

Tommy just stood at the edge of the pool, looking down at the clear water. He wanted to run and hide. He wanted to cry. "He's chicken!" shouted some of the other boys.

"What am I going to do?" thought Tommy.

### Discussion Questions

1. What do you think you would do if you were Tommy?
2. Can we all learn to do things the way others can?
3. Why might Tommy be afraid of the water?
4. Why might Tommy be ashamed to tell his parents?

GRADE \_\_\_\_\_  
June  
03

RELATED SUBJECT AREA: Math (Money unit)

OBJECTIVES:

To allow the children to become familiar with our monetary system.

To allow children the opportunity to role-play retailer-consumer roles.

LEARNING ACTIVITY:

Set up a store in the classroom. This can be done with boxes and paint. Include in the store items brought from home (soups, packages of cereal, bottles, etc.) Money can be dittoed, or play money can be used. Roles such as the store keeper, stockers, carry out boys, etc. This activity can be an extended one, carried out until all children have assumed some of the roles. This activity could be correlated with a previous activity dealing with the children assuming their school day as a work day, payment, time cards, etc. This would allow children to earn their money that they spend at the store.

SUGGESTED RESOURCE MATERIAL:

332 - Wilcox  
W What is Money  
(M, W, Wi)





## **CAREER EDUCATION**

# **GRADE 2**

RELATED SUBJECT AREA:

Language Arts (Related to the student jobs in the classroom)

OBJECTIVES:

- To make the children aware of the jobs in the classroom that need to be done.
- To have the children apply for the job they think they would like to have and could do a good job with.

LEARNING ACTIVITY:

Have the children make a list of the jobs they think they will need in the room or have a bulletin board character and your own list. If there are jobs enough for everyone, then maybe the application and job could last for about nine weeks.

As a class, discuss the qualifications for each job, how often and when it should be done, what will happen to his job if he doesn't do an acceptable job (replace), how often he can change jobs.

After the discussion of the job and its qualifications, have the children fill out an application for the job of their choice - with a second and third choice if there are many jobs in the room.

Here is just a suggested job list:

- |                                |   |
|--------------------------------|---|
| 1. milkmen                     | 11. library books                                 |
| 2. straws                      | 12. scissors                                      |
| 3. hall monitor (girl and boy) | 13. sink  |
| 4. record player               | 14. plants  |
| 5. movie projector             | 15. phy. ed. equipment                            |
| 7. erasers                     | 16. art supplies                                  |
| 8. shades                      | 17. help displaying art projects--<br>taking down |
| 9. reading shelf               | 18. dismantling bulletin boards                   |
| 10. math games                 |   |

Some children take pride in having a job for the whole year. They become very responsible and trustworthy. The teacher can decide for herself the length of time for each job and how she will change positions.

The following application is just a suggestion. Use as wished.

JOB APPLICATION FOR WORK IN THE CLASSROOM

1. What is your name? \_\_\_\_\_
2. What is your age? \_\_\_\_\_
3. Which is the job that you would like? \_\_\_\_\_
4. Why do you want it? \_\_\_\_\_  
\_\_\_\_\_
5. What kind of a job will you do? \_\_\_\_\_
6. Which job would be your second choice? \_\_\_\_\_
7. Which would be your third choice? \_\_\_\_\_

Brief description of the qualities I have for doing a good job:

---

---

---

---

RELATED SUBJECT AREA:

Language Arts - Related to show and tell and sharing time in a classroom.

OBJECTIVES:

To make the student aware of how important sharing and listening are in the classroom.

To relate this filmstrip and the story of Jimmy to sharing and listening in the classroom.

LEARNING ACTIVITY:

Introduce the filmstrip "Listen, Jimmy." It's the story of a class--second grade just like ours. Jimmy is a student that needs to listen. Let's watch to find out when he should listen.

Show and tell, 1. Why is it fun? 2. What ruins the fun of sharing things in the classroom? 3. Jimmy is a boy that isn't fun to have around in sharing time. Why? 4. Why does Jimmy want to only talk about himself?

Part II of filmstrip "Listen, Jimmy." 1. What happened when Jimmy didn't listen? 2. Because Jimmy listened to Susie's mother, he was able to think of what helpful idea? 3. Why was Jimmy happy? 4. Why is listening important? What important thing did Jimmy learn?

This is a filmstrip that would be good to use sometime before a sharing period. It might be good to relate the filmstrip through discussion to each individual class and the importance of listening and sharing with our classmates. 1. How should we as a class have sharing time? 2. How often should we tell something? 3. How much information should the children share? 4. What kinds of things do classmates like to hear and see?

SUGGESTED RESOURCE MATERIAL:

Filmstrip - Listen Jimmy S.V.E. - cassette tape

GRADE 2  
September  
03

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To have the students become more aware of their thoughts and feelings towards work, and why their parents and people work.

LEARNING ACTIVITY:

Have the students fill in the following questionnaire, but, first, go over the questions together. Relate to them that there's not a right or wrong answer, but it's rather how they feel about each question. Only the teacher will read the answers.

1. What do you want to be?  
(List two others that you might like to be.)
2. What is your father's occupation? What does he do on his job?
3. If your mother works outside the home, describe what she does on her job.
4. Why do people work? List some reasons. This will give the teacher an idea of the attitudes in the classroom.

GRADE 2  
September  
04

RELATED SUBJECT AREA:

Social Science

This activity could be correlated in or after Chapter 1 in the Our Community books.

OBJECTIVES:

Have the students review the facts that he has found out about his world, continent, country, state, and community. These could be written as sentences on chart paper for all to read.

On a piece of large mural paper or a bulletin board, have the caption "Where in the World Are We?" Have the children find pictures in magazines or newspapers that show the natural and cultural environment that surrounds them.

The students should share their pictures with the class. The pictures should be about anything that touches their world, be it other people, animals, factories, cars, homes, churches, or whatever.

On sentence strips near the caption, write some of the ideas the children have about where they are. The song in the Social Science manual pp. 54 and 55, "Where I Live" could end this activity.

SUGGESTED RESOURCE MATERIAL:

917.47 E Why We Live Where We Live  
L-M-R-W-W1

GRADE 2  
September  
05

RELATED SUBJECT AREA:

Reading

This activity could be correlated with the introductory lesson in the ITA manual or at any review time throughout the year.

OBJECTIVES:

To use the alphabet in naming an occupation that would go with each letter.

LEARNING ACTIVITY:

The teacher could begin the activity with the class discussing the difference between the upper and lower case letters, and what is alphabetical order.

Then as a group activity either on chart paper or on the board, make a list of occupations that correspond with each letter. Example: A a -- artist; B b -- baker.

Let the children name more than one.

When the list is compiled, have each student choose a letter and occupation to illustrate.

Display the pictures in alphabetical order.

It might be helpful for the children to look at library books that have pictures of people on the job to help with their illustration.

SUGGESTED RESOURCE MATERIAL:

My Second Pictionary  
I Want To Be Books

GRADE 2  
September  
06

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make the class aware of the different jobs in the community.  
To have the children find or illustrate a picture of each worker they've found in the community.

LEARNING ACTIVITY:

Begin a classroom list or scrapbook called "Jobs We Know." Have the children, together, list all the jobs of a community that they know and the related tasks of these jobs. This list can be added to whenever a new job is discussed in the classroom.

If the class would rather have a scrapbook of "Jobs We Know," they could list the job and the related task and then either illustrate the worker on the job or find a magazine picture of the worker. This activity would be one that could be worked with on and off throughout the year. It could be limited to just jobs in Owatonna or jobs in any United States community.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 Big City Workers  
L-M-R-W-W1



GRADE 2  
October  
01

RELATED SUBJECT AREA:

Social Science

May use with Chapter 4 - Our Community - or at any time to introduce work attitudes.

OBJECTIVES:

To introduce how animals work in their own special way.  
To point out that many people work for children.  
To bring out the differences in the world of work.

LEARNING ACTIVITY:

Use the filmstrip and record "Wally the Worker Watcher" to introduce your class to the differences in our world of work. Answer and discuss the questions that come with the filmstrip. Use as much of the filmstrip as you wish -- discussing at breaking points in the filmstrip.

Teachers could then use the "Wally the Worker" ditto to have the children express their own ideas and feelings toward work. They should use other paper to write their thoughts to the question Wally is asking.

This filmstrip is an introduction to the pre-vocational filmstrip series called The Wonderful World of Work. (W.O.W.) All of the filmstrips in this series are introduced with the character Wally the Worker Watcher. The following filmstrips are in this series:

1. The newspaper boy
2. The junior home-maker
3. Mail Delivery (Home Services)
4. Dairy Product Delivery (Home Services)
5. Drug Store (Retail Store Worker)
6. Supermarket (Retail Store Worker)
7. Service Station (Retail Store Worker)
8. Electrical Service (Utility Worker)
9. Gas and Oil Services (Utility Worker)
10. Telephone Services (Utility Worker)

These may be ordered from the media center.

SUGGESTED RESOURCE MATERIAL:

Filmstrip and record: Wally the Worker Watcher

Hi, I'm Wally, the Worker-Watcher. Why is it so important for everyone to have work and to do a good job?



GRADE 2  
October  
02

RELATED SUBJECT AREA:

Language Arts (Related to National Fire Prevention Week)

OBJECTIVES:

To have the students become more aware of fire prevention.  
To have each child make a poster showing how they can help with fire prevention.  
To obtain an idea of what it would be like to be a fireman.

LEARNING ACTIVITY:

Discuss why we have a National Fire Prevention week. How does this help the people of our country? Why is fire prevention important?

Share the filmstrip "Our Fire Department" 323 0 with the class. 1. What is the fireman's work? 2. What equipment does he use in his work? 3. How does he learn to fight fires? How do firemen put out a fire?

Give each child a colored piece of 12" x 18" construction paper. Each child is to make a fire poster showing how "he" can help prevent fires. Let them use art media-like crayons, sketcho, payons, or chalk.

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

Filmstrip "Our Fire Department" - all schools - 323 0  
Another filmstrip found in all buildings is "The Fireman" - 323

GRADE 2  
October  
03

RELATED SUBJECT AREA:

Reading or Language Arts

Use with Lesson 6 - ITA, or any other story about school.

OBJECTIVES:

To make children aware of the jobs found in a school.

To have the children illustrate the people who work in a school.

LEARNING ACTIVITY:

Use School Helpers, filmstrip 323 S.

This filmstrip shows the children the many jobs that are done by all of the people at a school. When finished, discuss: 1. Why does a community need schools? 2. Who are the school helpers in our school? 3. How do they help you? 4. How can you help others? 5. How can you help yourself?

Have the children make a work booklet of the jobs found in school. Each child may take one worker and write a sentence or story about the job and draw a picture of the worker. Put them together and share with the class. (Remind the children that each picture is a part of the whole book and the responsibility each student has in making a neat, attractive finished booklet.)

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

School Helpers - Filmstrip 323

GRADE 2  
October  
04

RELATED SUBJECT AREA:

Social Science (Related to the book Our Community.)

OBJECTIVES:

To make the children more aware of the community police department and the jobs of the policemen.

LEARNING ACTIVITY:

To begin the activity, have the children discuss the purpose of the police department in the community. What information can the children give you about the police?

Show the filmstrip "Our Police Department" 323.0. After the filmstrip, discuss together 1. What is the policeman's work? 2. What equipment do they use in their job? 3. How does a policeman help the people in his community? 4. How do they catch people breaking the law?

As an extension of this discussion, have the class as a group write a letter to Officer Marshall or a highway patrolman inviting him to visit the class. In the letter, the children should tell the officer what equipment or information they would like him to bring to the classroom.

All sections of second grade in the school could be present to hear the policeman. Children should be made to realize that the policeman is our friend and helper, and he has a very important job.

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

Filmstrip - Our Police Department - 323.0 - all schools

Another filmstrip in all schools is "Policemen and Firemen" 323 P

GRADE 2  
October  
05

RELATED SUBJECT AREA:

Social Science or Language Arts  
Use near the end of Book 1 "Our Community."

OBJECTIVES:

To have children discuss the importance of each community helper.  
To realize the skills each community worker needs.

LEARNING ACTIVITY:

This is an activity centered around the community study prints found in each library. The teacher or class could also find magazine pictures of the community helpers. Then together have the class and the teacher decide on some discussion questions that would relate to each picture. Examples:

1. Who is this community helper?
2. What does he do for us?
3. What does he do for the community?
4. What skills does he need to do his job?
5. How does he acquire these skills?
6. How does he dress and what tools does he use?
7. What would happen if we didn't have the \_\_\_\_\_?

Divide the class into groups of two or three, giving each a community helper. The group should decide together the qualities of each helper. They can write down their ideas if you wish.

When they are ready to report back to the large group, they should act out one of the jobs of their helper. Each member of the small group should be involved in the role playing. When the class has guessed the helper, the group can give the information they have for their community helper study print.

SUGGESTED RESOURCE MATERIAL:

Community Helper - Picture Story Prints  
Community Helper Library Books

RELATED SUBJECT AREA:

Language Arts (Related to Halloween.)

OBJECTIVES:

To read the story A Tiger Called Thomas, Easy Z, to the class.

To link the puzzle to the discussion questions about the attitudes and feelings of Thomas.

LEARNING ACTIVITY:

Introduce this story to the class by showing the book cover and asking how a tiger could be called Thomas. Read the story, A Tiger Called Thomas, E.Z., to your class. This is a story that should be read during the Halloween season in the classroom. This story appeals to the lonely, shy children and tells how holding back kept Thomas from making new friends. Pass out the worksheet and begin the discussion using the crossword puzzle.

1. This story is about a little boy who is living in a new house in a new town. How did this little boy feel? (UNHAPPY)
2. What was the little boy's name? (THOMAS)
3. He didn't want to play with the little girl named Marie. What was he afraid that she would not do? (LIKE HIM)
4. Thomas's mother wanted Thomas to play with the tall boy named Gerald. How did she think that tall boy looked? (LONELY)
5. Where did Thomas sit everyday? (PORCH)
6. What did he do while he sat on the porch? (WATCH)
7. Who did he watch? (EVERYONE)
8. At Halloween, Thomas's mother came home with what kind of outfit for him to wear? (TIGER) (Why wasn't he afraid to go to everyone's house on Halloween night?)
9. After trick or treating, he was surprised that everyone recognized him. How did everyone know that the tiger was really Thomas? How did he feel about everyone recognizing him? He showed how he felt when he took off the mask, he was SMILING.

Do you think Thomas will like his new home now? Why?

Let the students color the picture making Thomas look more like he's dressed in an orange and black tiger suit.

Answer Key:

- |            |             |
|------------|-------------|
| 1. unhappy | 6. watch    |
| 2. Thomas  | 7. everyone |
| 3. like    | 8. tiger    |
| 4. lonely  | 9. smiling  |
| 5. porch   |             |

SUGGESTED RESOURCE MATERIAL:

Book - A Tiger Called Thomas Easy Z - all schools





GRADE 2  
November  
01

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To have the children find a magazine picture that is most like them and one that is most unlike them.

To write down their ideas about the pictures being like and unlike themselves.

LEARNING ACTIVITY:

Have each child find two magazine pictures. One that is most like himself and one that is very different from himself.

On a piece of storybook paper, have the student paste both of his pictures. Below the pictures have him tell why he's like the picture he chose and why he's so unlike the other picture he chose.

Have the children share their stories. This may be a paper the teacher would like to share with parents at conference time or to keep for the child for the end of the year to see if his thoughts about himself have changed since the time this paper was done.

GRADE 2  
November  
02

RELATED SUBJECT AREA:

Language Arts

To follow any group activity in the classroom.

OBJECTIVES:

To have the children become more aware of how working together makes demands on the people involved.

To evaluate themselves as a member of a group.

LEARNING ACTIVITY:

The children could be video-taped working together on a group project in social science, art, or science. Later this tape should be played back so the children may see themselves in a work situation and evaluate how they worked together.

Here are some suggested questions:

1. How does having good manners affect the other children you worked with?
2. What happens if someone is lazy?
3. What could happen if you weren't careful when you worked?
4. What would happen if you were selfish and didn't share the materials?
5. How did you feel about your group doing the work?
6. What made you feel good? What made you feel bad?
7. How did you work with the group?
8. Did you help each other in the group? How?
9. Can you get more done working with a group or by yourself? Why?
10. What do you need to do to get your group to work more smoothly?

You may only wish to use these discussion questions after a group activity and not use the video tape.

Maybe, as a whole class, some important traits that are needed for successful group work could be listed on chart paper. Example:

1. It's important for all the group members to have something to do.
2. Everyone needs to share ideas and materials.
3. Working together makes for a good feeling.

RELATED SUBJECT AREA:

Social Science (Related to the Aborigines unit. Use as introduction.)

OBJECTIVES:

To make the students aware of the location of an Aborigine as compared to themselves.

To have the students compare themselves to an Aborigine.

LEARNING ACTIVITY:

To introduce the lesson, fasten a model of an Aborigine to the globe at the location of Central Australia.

Class discussion:

- Does the Aborigine live in a community in the United States or abroad? (Define "abroad" to the students.) Is it far or near to the United States? Who lives nearer the Poles -- you or the Aborigine? Who lives nearer the equator? How would living closer to the equator affect the Aborigine life? How are we as United States' children like the Aborigine? How are we as United States' children unlike the Aborigine?

Pretend that an Aborigine child has come to visit you at your home. He has never been to America.

1. Where would you take him to show things that you like?
2. Do you think he would like to see a school? Why?
3. What things in school would you tell him about?
4. What would you tell him are things that you like about school?
5. What things about our country do you think he would like? What do you think he might not like?

GRADE 2  
November  
04

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

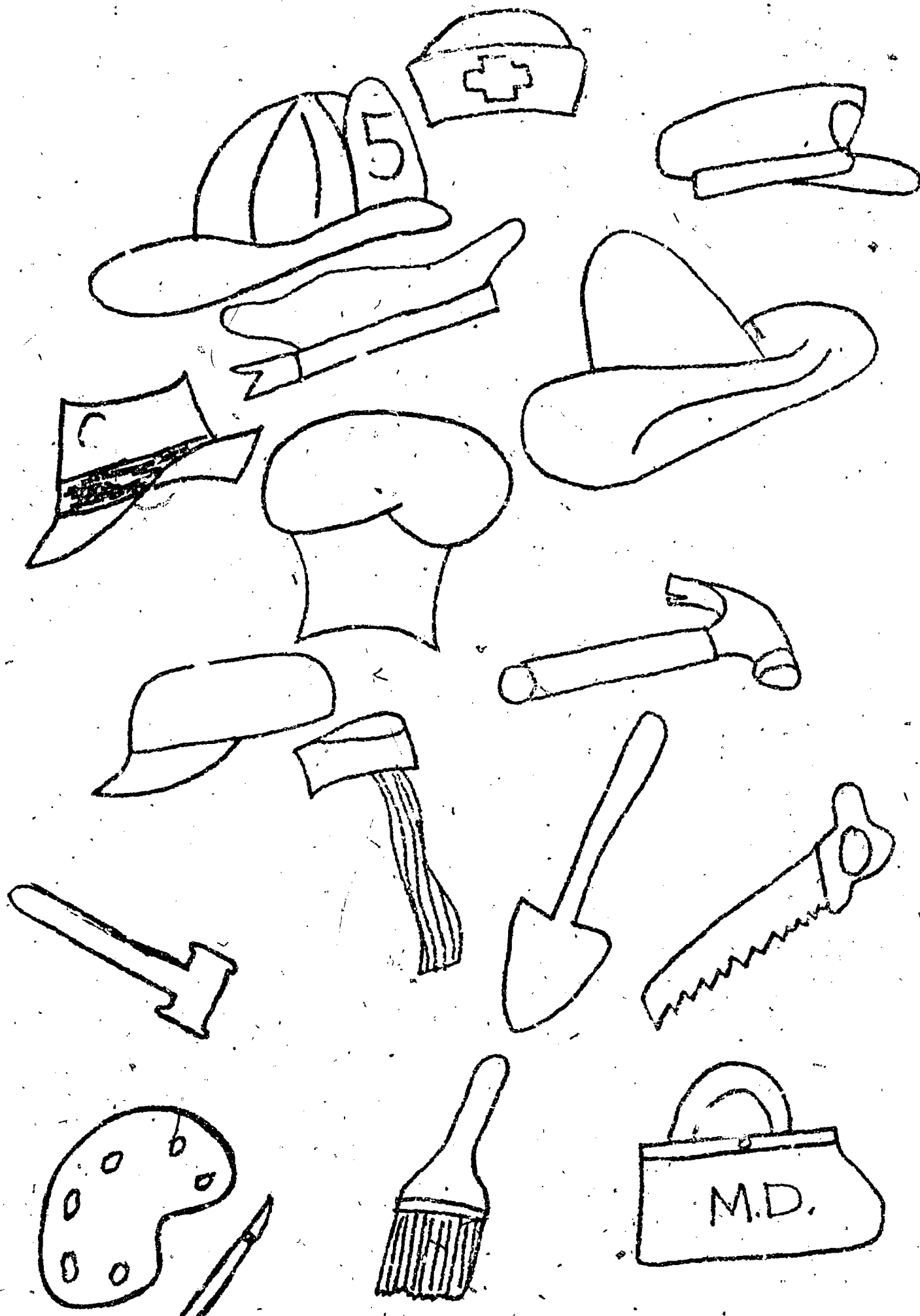
To use the tool or hat as a way for the students to show and tell how it helps in the job it's used for.

LEARNING ACTIVITY:

The teacher can introduce this lesson with a hat or tool of his own. Have a story ready to tell the students that will create an interest in the hat or tool. Make the story exciting and fun to listen to.

Have the students bring a tool or hat from home. The students should then pretend that they are the tool or hat and they tell through a story what their job is, who has used this tool, and why they are so important. Share these with the class.

If you'd rather, use the dittoed sheet of hats and tools. Have the students draw the person that uses the tool or hat. Then have the students tell or write about their picture and the work that's done by the person and tool in this picture. The students can draw their own hats or tools if they want to.



GRADE 2  
November  
05

RELATED SUBJECT AREA:

Social Science (Related to Chapter 3 and Australian cities.)

OBJECTIVES:

To have the students compare the city of Sydney to Owatonna.  
To find pictures of jobs and things that Australians and Americans do.

LEARNING ACTIVITY:

After the children have read Chapter 3, discuss with them how Sydney is like and different from Owatonna. 1. Do the people of Australia have the same needs as the people of America? 2. What are they? 3. What jobs do the Australians have that meet the needs of the people? 4. What jobs in Australia are like the jobs of Americans? 5. Are there jobs in Australia that aren't found in America?

Have half of the children find or draw pictures that would show some of the important jobs of Australia; especially ships or harbors, wool industry, and manufacturing; have the other half find pictures of jobs that we have in Owatonna. These pictures can be used for a bulletin board or a large wall chart. The pictures can be individually labeled, or the pictures can be divided into an Australian section and an American section.

The group that found the pictures for Australia can be prepared to tell the class what jobs they've found, and the information can be written on lined chart paper next to the Australian pictures -- the same for the American pictures.

The attached sheet is only one example of such an Australian-American bulletin board or wall chart.

SUGGESTED RESOURCE MATERIAL:

Filmstrips numbered 919.4 are about Australia and show pictures of the people and some of their jobs.

Australia, Government and People - L

Farming in Australia - Wi

John Ross, Boy of Australia - M

Melbourne and Sydney - Wi

CHART PAPER  
STORY ABOUT  
PICTURES  
CHOSEN

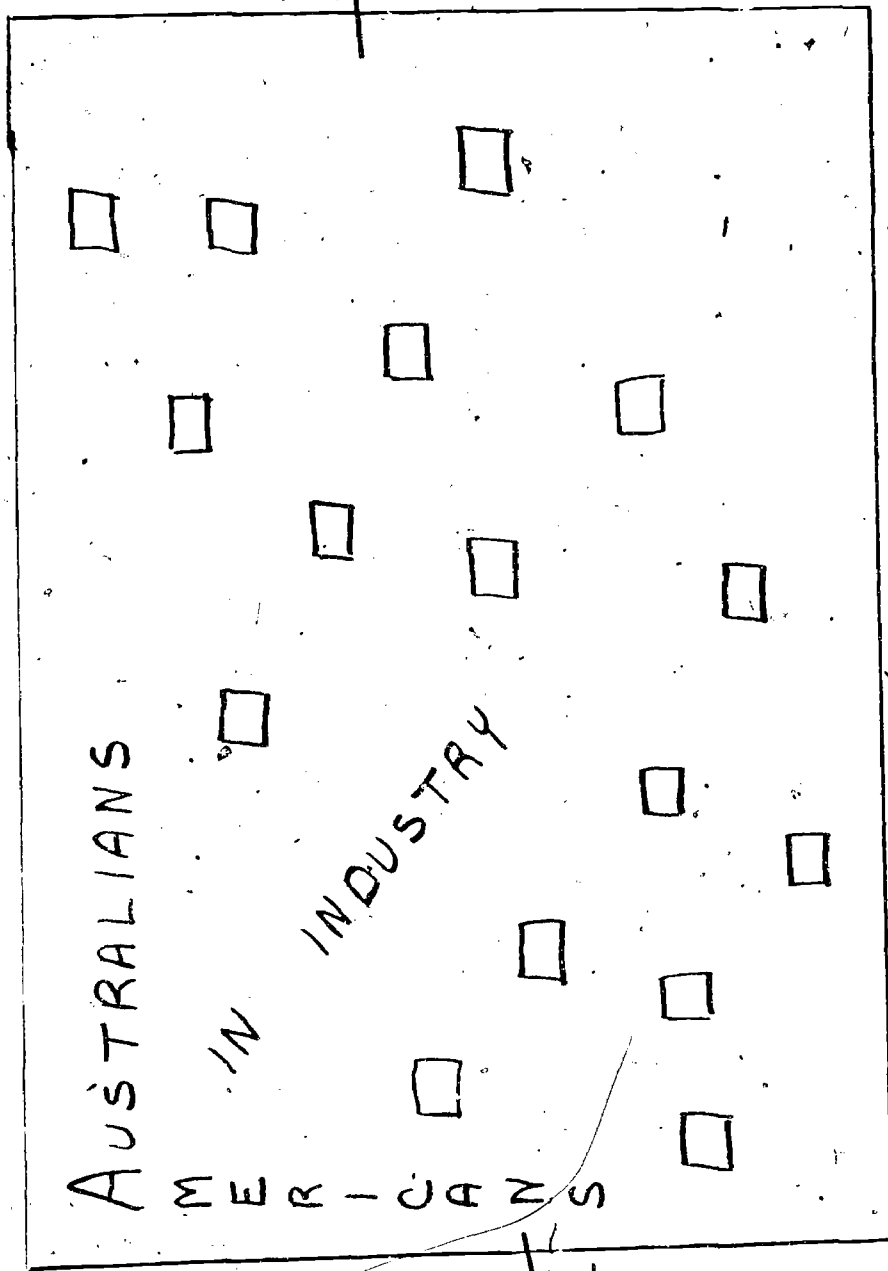


CHART  
PAPER  
STORY ABOUT  
PICTURES  
CHOSEN

GRADE 2  
November  
06

RELATED SUBJECT AREA:

Social Science - Art  
Related to Australian Unit

OBJECTIVES:

To have the students become more aware of the tool or weapon, the boomerang, that the Aborigines use to help them hunt for food.

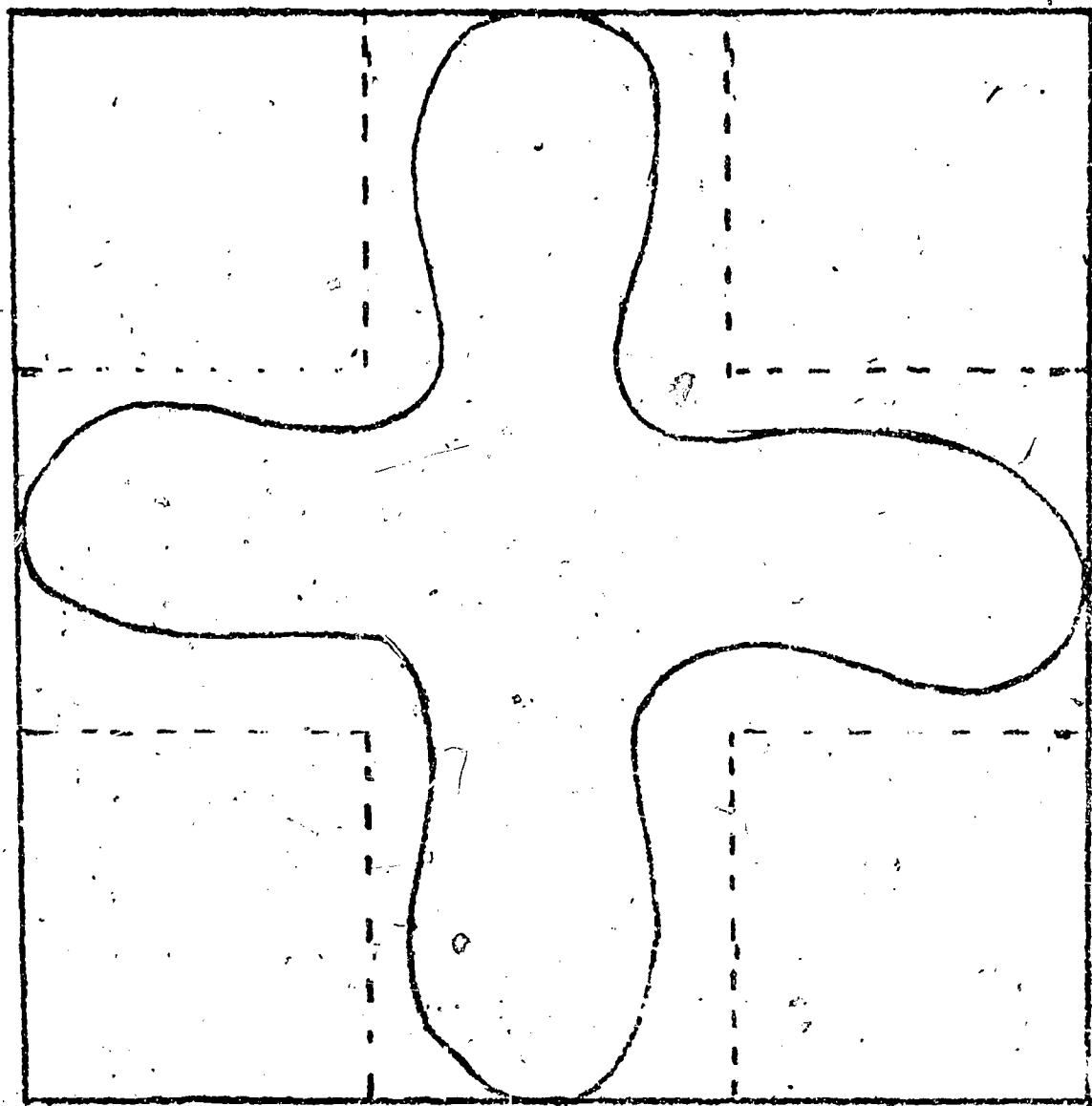
LEARNING ACTIVITY:

A real picture of an Aborigine and his boomerang would be a good way to introduce this lesson. Discuss how the boomerang kills animals and protects the Aborigine. Boomerangs are really made of a heavily weighted wood. It is curved and balanced so the weapon will return to the hunter if it misses the target.

Each of the students should have a piece of heavy cardboard a foot square in size, a ruler, pencil, and scissors. Have each student make a 3 or 4 inch wide cross in the center of their cardboard. Draw the figure of the boomerang inside the cross. (A pattern of the cross may be given to the students to help make a more successful boomerang. Be sure the children cut out the design inside the cross, and not the cross itself. There is a design of a cross and boomerang on the diagram sheet.



# Diagram of Australian Boomerang



GRADE 2  
December  
01

RELATED SUBJECT AREA:

Language Arts - Math

OBJECTIVES:

To make children aware of why mothers work  
To help children understand the difference between part time and full time jobs.

LEARNING ACTIVITY:

What is work? Who works? Why do mothers work?  
Where do they work? What jobs do they do? What is a part time job? What is a full time job? Why do some moms work a part time job? What are some full time jobs moms do?

Tell the children one place mothers may work is at the bank. Share the filmstrip "My Mother Works in a Bank." I.F.C.

There are questions that go along with the captioned filmstrip. Discuss as the class watches the filmstrip.

Why would it be fun to work at a bank? This activity may end with each child illustrating the phrase My Mother Works \_\_\_\_\_, and writing a story about what work she does with this job.

This would be a good activity to precede to the math activities about the bank.

OCCUPATIONAL CLUSTER:

Business and Office Cluster

SUGGESTED RESOURCE MATERIAL:

Filmstrip - My Mother Works at a Bank. I.F.C.

GRADE 2  
December  
02

RELATED SUBJECT AREA:

Math - To use with money value and the studying of coins. Unit 9.

OBJECTIVES:

To have children discuss the bank and how it serves people.  
To learn how to write out a check and then exchange it at the pretend bank for coins.  
To practice giving change.

LEARNING ACTIVITY:

Begin the activity with a review of the coins we use. Where do our moms and dads and even second graders keep money? What do the children know about banks? How do you get money out of a bank? What is depositing and withdrawing of money from a bank? What is a check? What information is on a check? Draw a check out on the board and together decide what's on a check and where it belongs. Give the children a sample check and fill one out together. Set a limit on amount (like \$2.00.)

The money needed for the game could be play money, plain discs, or money made from construction paper properly labeled. Divide the children into groups of 2 -- let each child fill out a check for some amount below the limit. They then take turns being banker and customer. The customer gives the banker his check and the banker in turn gives the customer his money (play money.) This activity can go on as an independent activity while the rest of the class is doing math worksheets, or as a whole group, let the large group check the accuracy of the two that are role playing the customer and banker.

CHECK NO.

PERSON'S NAME

ADDRESS

CITY

DATE

19 YEAR

PAY TO THE  
ORDE OF

WHO IS THE CHECK FOR

\$

AMOUNT

NAME  
OF  
BANK

SIGNER OF CHECK

RELATED SUBJECT AREA:

Math - Art

To use after discussion of money and its value in Unit 9, manual 115-116.

OBJECTIVES:

To have students make savings banks.

LEARNING ACTIVITY:

Have the children bring a pint or jam jar from home that has a cover.

Cut crepe paper or colored tissue paper into small pieces. Dip the jar into a two-parts glue and one-part water solution. Hold the top and dip down (don't let the solution cover the screw area at the top of the jar.) Flip jar over and set on its top. Cover the solutioned area with the small pieces of colored tissue or crepe paper. Let it dry. Shellac or recover the dried paper with a watered-down glue solution to give the bank a finished appearance.

Discuss with the children reasons for having a bank. Why do people have a savings plan? Where do they keep their savings? Do any of you ever save things? What? Why? This would be a good place for the bank to be discussed and the different people who work in a bank. The tellers who help us deposit money, the people in charge of the savings department, the clerks and secretaries who type and file checks and accounts, the people in charge of loans and borrowing money, the president of the bank, drive-up window people.

Have the students tell about the people they've seen when they visit the bank and the things that they do for their jobs. Why might it be fun to work in a bank? Do these people need any special abilities or knowledge to work at the bank? Why would it be important for them to be honest, responsible and friendly? Are banks important to us? Why?

To extend this bank project for schoolroom use, have situations where the children can earn play money for doing tasks. Let them save it or buy privileges. See how saving and spending money are important for them, too.

OCCUPATIONAL CLUSTER:

Business and Office Cluster

SUGGESTED RESOURCE MATERIAL:

332.1 R At the Bank W1 - L - M

332 S Let's Go to a Bank W1 - L - M - R - W

GRADE 2  
December  
04

RELATED SUBJECT AREA:

Social Science  
Related to Alaskan Unit - Chapter 7

OBJECTIVES:

To make the children more aware of the feelings and wants of the Eskimo.  
To let the children pretend they are ordering for an Eskimo from the wishbook (catalog.)

LEARNING ACTIVITY:

Obtain several mail-order catalogs and let the children examine them. They should be the fall-winter or spring and summer catalogs. Their age will not make any difference. Do you think Eskimos find a catalog useful? Why? What things do you think they might order? Why do Eskimos order from a catalog?

Give the class a pretend situation where an Eskimo family is moving into a new home. Let the children decide what things the Eskimo family might want to order. The children should decide what would be the most important, and someone in the class could keep track of the cost. The teacher may wish to set a limit that the class can order. (If this would be around Christmas time, instead of the new home situation, have the children make a list of the gifts and cost that they think an Eskimo child would order for his family.

The teacher may rather have the students work in groups. They should decide together what they will want to order. The group could fill out an order form from the catalog. They should also keep track of what they want to spend. Each group could give their choices of ordering and the cost. Each group's order form would then be compared with the rest of the forms in the class.

RELATED SUBJECT AREA:

Social Science

Relate to Chapter 7 The Alaskan Unit

OBJECTIVES:

To make the children aware of the changes in communication and transportation in an Eskimo community.

LEARNING ACTIVITY:

After finishing the chapter on Eskimos of today have the children discuss what changes are taking place in an Eskimo village? What new kinds of transportation do they have in an Eskimo village. What new tools do the Eskimos use today? What new jobs would there be in an Eskimo village like Barrow?

Guide the children in preparing a chart showing the new forms of transportation and communication in a city like Barrow. Examples: of transportation - airplane, car, truck, snowmobile, and bicycle; communication examples might be telephone, television, radio, tape recorders, and stereo. Discuss how these new things have changed the life of the Eskimo. How have these new things changed the jobs that an Eskimo has today?

Have the class make a list of the jobs that an Eskimo might do or have in Alaska. The teacher may want the students to write a short story about visiting Alaska. If they had a chance to spend some time in Barrow, Alaska, what job would they like to have?

RELATED SUBJECT AREA:

Language Arts

Related to the holiday of Christ

OBJECTIVES:

Make the students aware of the jobs that are because of the holiday Christmas.

LEARNING ACTIVITY:

Christmas is such a special holiday that it would be a good time to have the class discuss the subject of Christmas. It's the time for giving and receiving gifts which means more things need to be made in our factories.

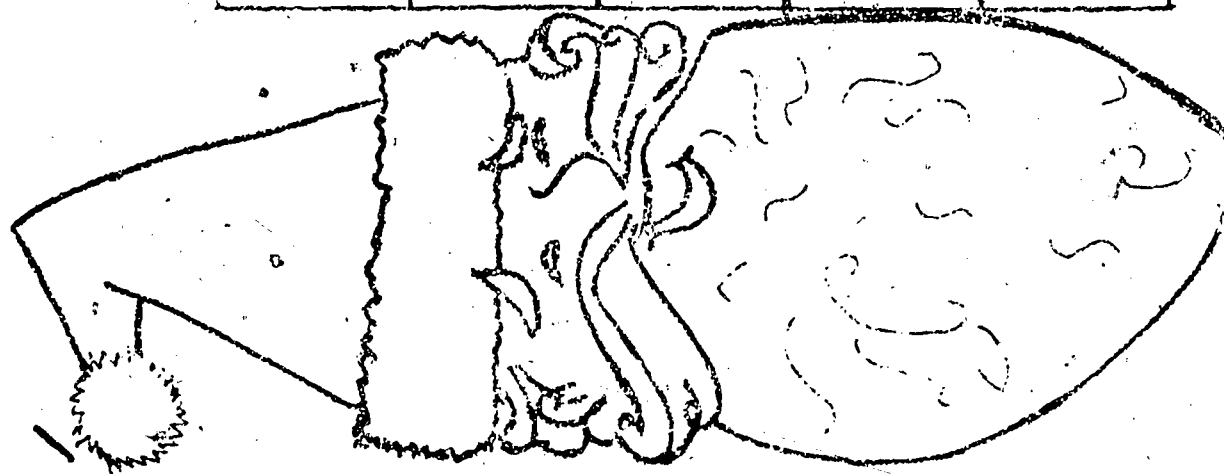
The following ditto lists many of the jobs that are closely connected with Christmas, in a diagonal going down. Examples are the postman who delivers the mail; utility man who hangs the city's Christmas lights; delivery man who delivers packages; and evergreen tree cutter, the man who chops down the family Christmas tree. The jobs going in the opposite diagonal are very disassociated with Christmas.

This ditto would be good to do together and help the children relate these jobs to Christmas. Children should be able to realize that many jobs are directly related to holidays, or special seasons of the year.

Santa's message is HO.



Color all of the blocks that are jobs very closely connected with Christmas. Watch Santa's message appear.



Postman	Secretary	Utility men	Roofers	Ice cream man	Toy makers	Wall maker
Saleslady	Chemist	Candy light salesmen	Plumber	Record salesman	Carpet layer	Candle salesman
Toy salesman	Tree salesman	Ornament saleslady	Barber	Baker	Janitor	Flower maker
Candy maker	Miner	Card writers	Fireman	Card maker	Mechanic	Wrapping paper maker
Cat wrapper	Welder	Delivery man	Dentist	Stamp makers	Artificial tree maker	Artificial tree cutter

GRADE 2  
January  
01

RELATED SUBJECT AREA:

Language Arts

At any time the home is being studied.

OBJECTIVES:

To make the children more aware of the jobs mother, father, brothers, and sisters do around the home.

LEARNING ACTIVITY:

What is help? Why do we help people? Who are people that we help? Let's watch this filmstrip to find out about helping at home.

The filmstrip "Helping Mother" will help the class see the jobs around Steve's home. There are good discussion questions at the end of the filmstrip.

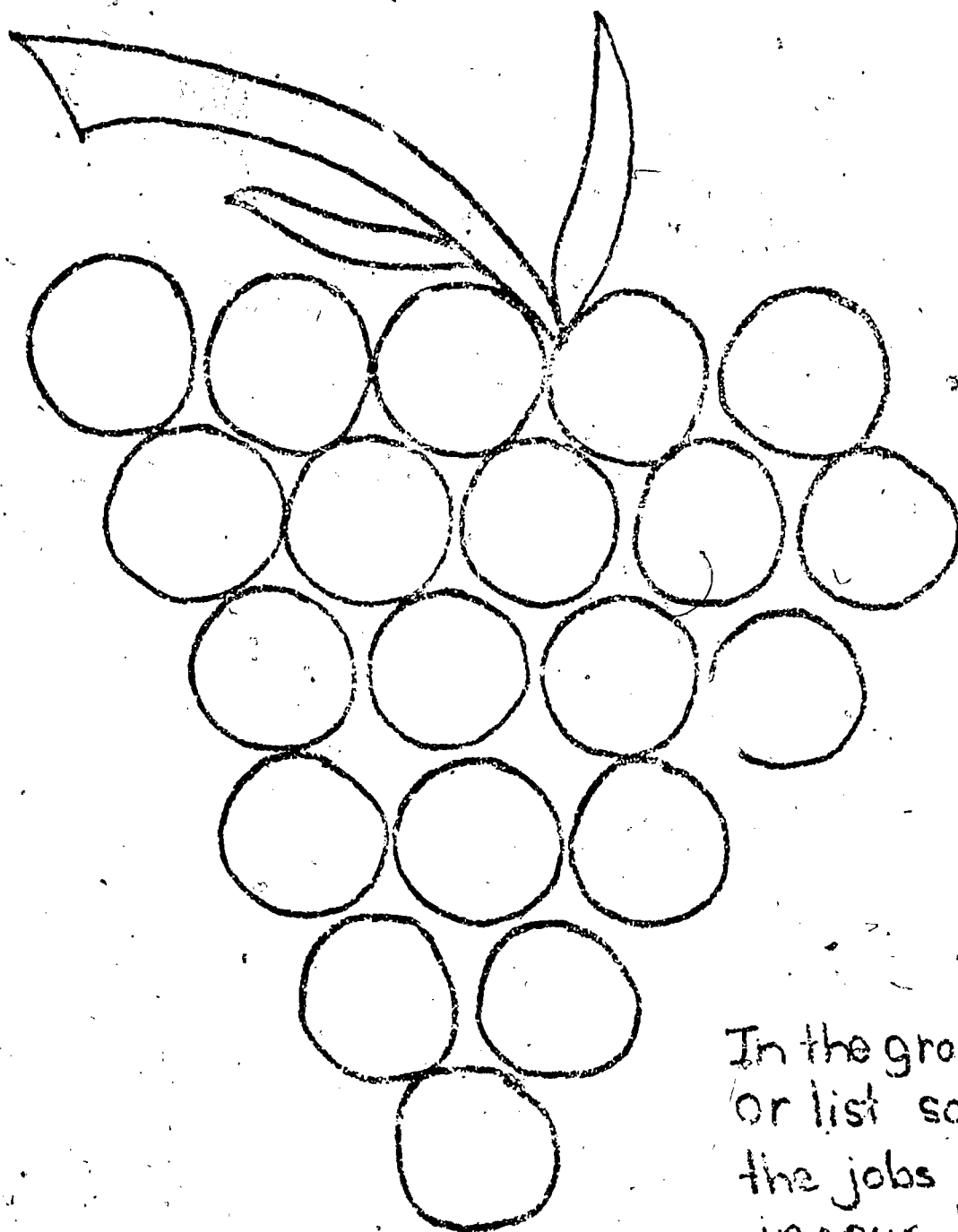
Now give each child a fruitful worker ditto. What are the jobs that you have around your house? Jobs mom, dad, and the kids do.

The children could tell or write about the jobs that they like to help mom with at home. Why?

SUGGESTED RESOURCE MATERIAL:

Filmstrip "Helping Mother" 323 H

# Fruitful Workers



In the grapes draw  
or list some of  
the jobs we have  
in our homes.

RELATED SUBJECT AREA:

Math - To use with linear measurement.

OBJECTIVES:

To discuss different things that measure.  
To find out what occupations use measuring.  
To see how accurate the children are at measuring, and if they can end up with a finished product.

LEARNING ACTIVITY:

Open the lesson with a discussion of rulers, tape measures, yard sticks, carpenter's square and whatever else the children can think of that measures. List on the board or chart paper.

1. Who uses these tools in a job? 2. Why is it important for the person to measure carefully? 3. What might happen if they weren't careful when they measured?

Then, before the measuring activity, review with the children how to use a ruler. Begin at the very edge. The numbers mean inches -- the marks that mean  $\frac{1}{2}$  inches and  $\frac{1}{4}$  inches. How many inches are on a ruler? What inch mark would be half way?

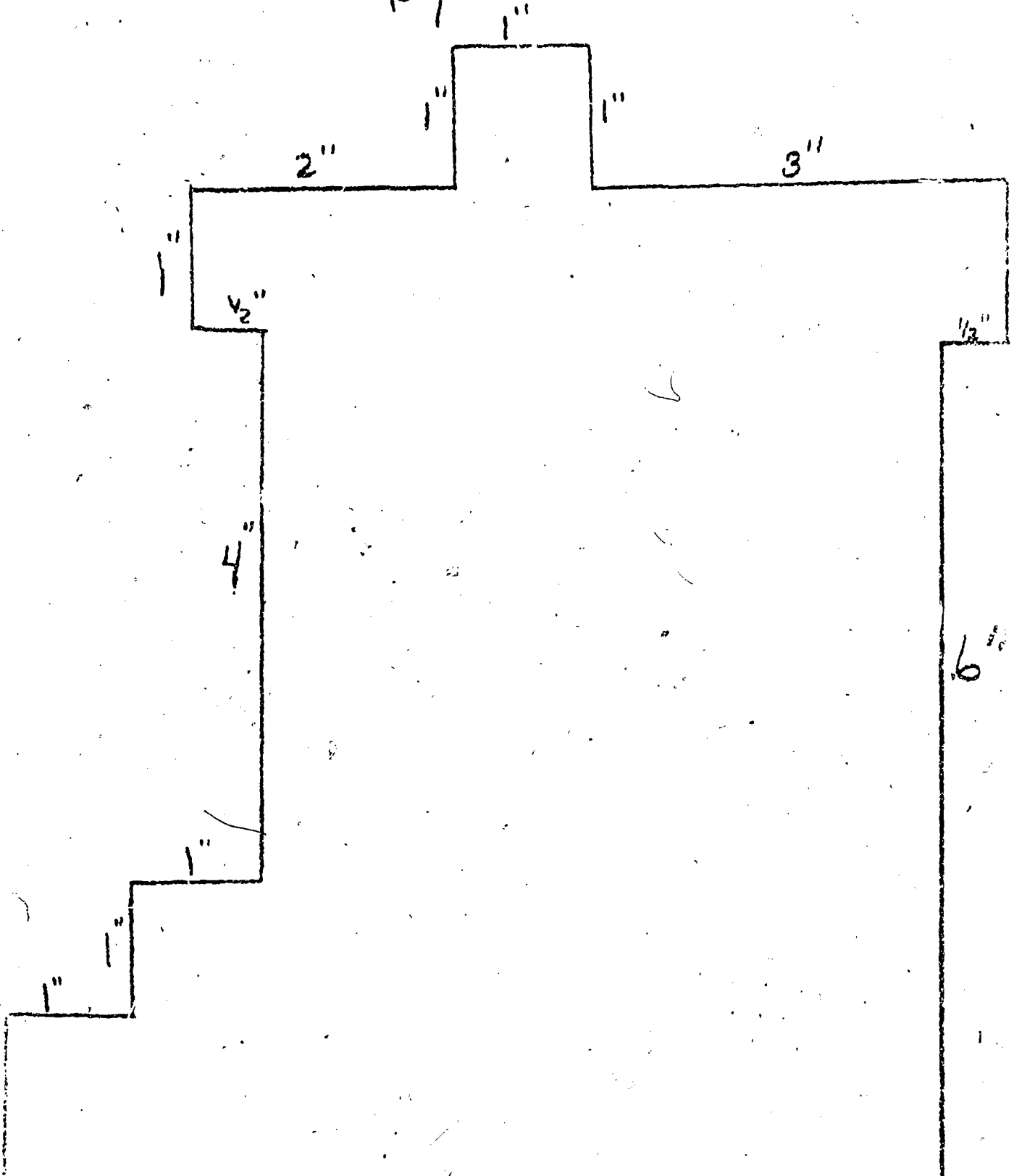
Give each child a piece of manilla drawing or colored construction paper, a ruler with  $\frac{1}{2}$ " marks only, and a scissor. They are to follow your oral directions exactly and see if they end up with something that will look like the teacher's.

Directions for the teacher to verbally give to the students.

1. Begin in top left hand corner. With your ruler measure one inch to the right.
2. Measure down 6 inches.
3. Measure to the left  $\frac{1}{2}$  inch.
4. Measure down 1".
5. Measure to the right 3".
6. Measure down 1".
7. Measure to the right 1".
8. Measure up 1".
9. Measure to the right 2".
10. Measure up 1".
11. Measure to the left  $\frac{1}{2}$ "
12. Measure up 4".
13. Measure to the right 1".
14. Measure up 1".
15. Measure to the right 1".
16. Measure up 1" - (top of paper.)

Have the children turn their paper upside down. It should then be cut out and pasted onto plain illustration paper. Have the students incorporate their measurement picture into a whole picture. Share with the class.

Teachers copy



GRADE 2  
January  
03

RELATED SUBJECT AREA:

Math  
Related to linear measure.

OBJECTIVES:

To have the children become more aware of the tools of a carpenter.

LEARNING ACTIVITY:

This would be a good activity to go with the previous lesson on measuring.

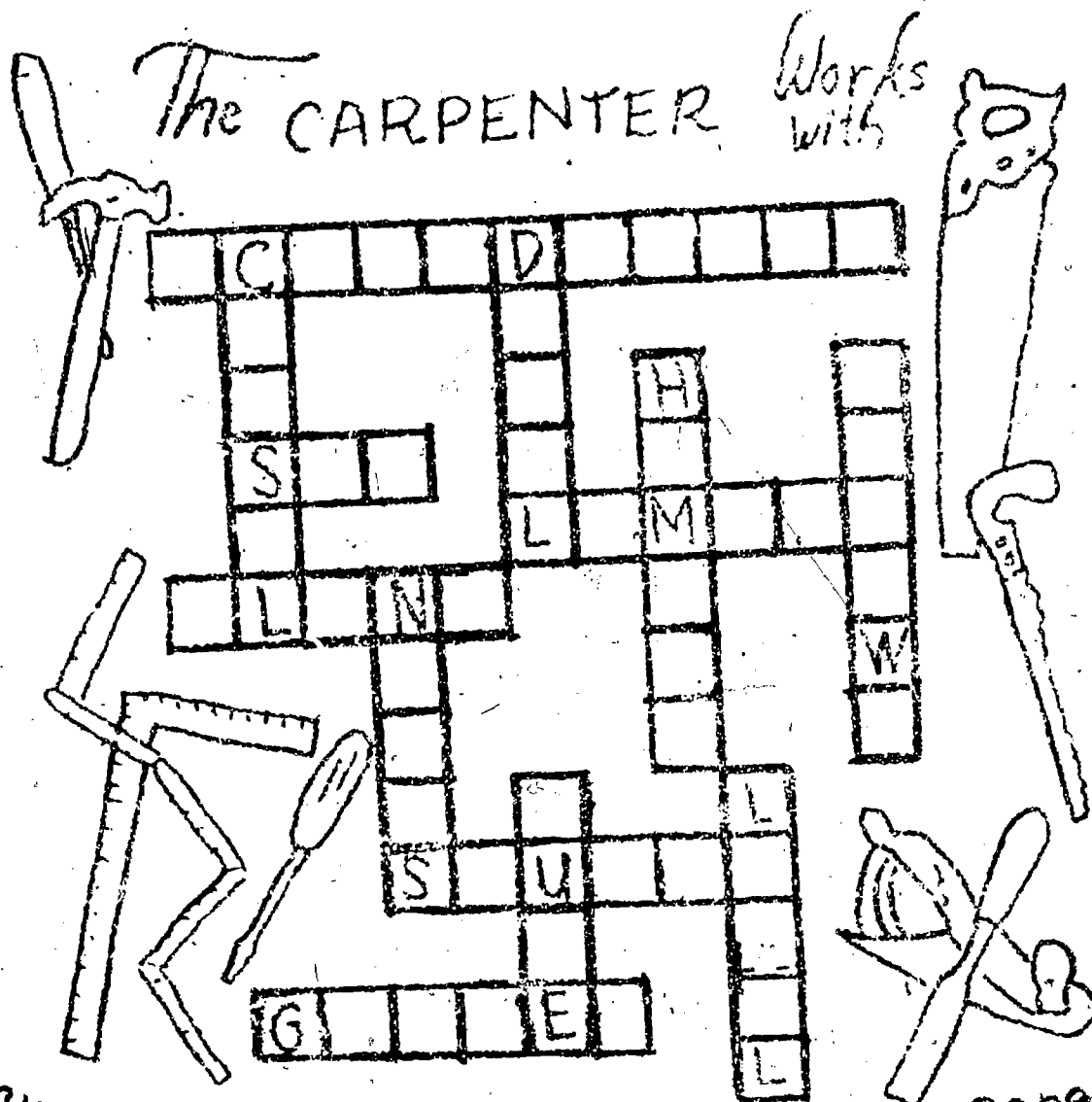
The crossword puzzle is made up of many of the tools of the carpenter trade. It may be possible for some of the students to investigate the tools and what they are used for. The students could also bring an example of the tool to label and share with the class.

OCCUPATIONAL CLUSTER:

Construction Cluster

SUGGESTED RESOURCE MATERIAL:

S I Want to be a Carpenter WJ - R  
I 2



plane  
saw

screwdriver

gimlet

drill

rule

square

lumber

nails

hammer

level

screws

RELATED SUBJECT AREA:

Math - Relate this to any unit on linear or money facts.

OBJECTIVES:

To play the "show me" yes or no cards as answers to the questions the teacher reads to the class.

LEARNING ACTIVITY:

"Show Me." Have each child make two hands or two foot prints with any color of construction paper (use scrapbox.) With crayon, have one say yes -- the other no. Paste each print to a tongue depressor.

The children should then listen to the questions the teacher reads to the class. When the teacher finishes the question, she says "Show me." Each student then shows either the yes print or the no print, depending on the answer.

The teacher can check for the right answers. Some questions, if they deal with feelings or attitudes, may have either answer.

This is only a suggested list of questions the teacher can add or take what she wishes. They may also be discussed.

1. Does a ruler have 14 inches?
2. Is a foot equal to 12 inches?
3. Does a carpenter use a ruler?
4. The builder doesn't care if he measures carefully.
5. Being able to measure is important to a student.
6. The only tools a carpenter uses are measuring ones.
7. Is an architect a man that draws the plans for a new building? (Why do you think he needs to measure carefully?)
8. Does an architect need to go to school to be able to do this job?
9. Does an architect need to be creative?
10. The lumber yard would be a place where the yardstick wouldn't be very useful.
11. Do men at the lumber yard ever need to measure things?
12. Is it important to measure boards very carefully?



RELATED SUBJECT AREA:

Social Science

Related to review of first semester Social Science.

OBJECTIVES:

To determine in what part of the world certain work is performed.

LEARNING ACTIVITY:

The activity could be a circle made from heavy cardboard, divided into many pie shaped pieces. In each shape one statement is written about the work done by Aborigines, Eskimos, or Owatonnans. A cubed piece of sponge or wood should have two sides marking each of the three parts of the world.

When the player throws the dice, a part of the world will be on top. The player is to find a statement that is true about this part of the world. (The statement may only be used once.) A point can be given for each correct answer.

Rather than a circle cut into pie shapes, the teacher could write each statement on a card. All of the cards could be laid out on a table and the dice could be labeled the same way. If done this way, the correct answers could be on the back of the card.

Here is a list of suggested statements.

1. Many people in this community are farmers.
2. We are good at spearing and catching fish.
3. a corroboree is an important part of our lives.
4. Our women collect yams.
5. We spend many of our days going on walkabouts.
6. We don't live in homes or shelters.
7. It's very important for our boys to learn hunting and tracking.
8. Our women spend much time preparing furs for clothing.
9. We are learning new skills and jobs, and our communities are changing rapidly.
10. We are very skilled in finding food and using the animals we find to feed, heat, and clothe our people.
11. We hunt very large ocean animals.
12. This community has a wide variety of work and jobs.
13. We travel to work and home again in cars, pickups, or motorcycles.
14. Many of the young people in this community go to school to get training for jobs.
15. We have a large industrial area in our community.

RELATED SUBJECT AREA:

Social Science

Related to the review of the first three books about Communities at Home and Abroad.

OBJECTIVES:

To make the children aware that environment does affect the work and life of the people in the community.

LEARNING ACTIVITY:

Have the children discuss as a group the climate and environment of each of the communities that they've studied. List each community separately as to temperature, rainfall, vegetation, land farm, and animal life.

Divide the class into three groups. Let each group represent one of the communities that has been studied. The group is to work together using the list of climate and environmental facts to tell the jobs and work of each community and how the climate affects the work and life of the people. Owatonna has a variable climate with a large variety of jobs - the children should list how climate does affect the things that we do in summer and winter. How sports are changed because of climate. The group might want to list summer and winter jobs.

Aborigines - have a dry, desert climate. They can't raise their own foods because of climate. Their main job is hunting for food. They don't need to have jobs making clothing or homes because they don't use these things. They use no form of technological communication or transportation.

Alaskan Eskimo work is affected by the cold climate of the tundra - too short a growing to be farmers - they must be hunters during the seasons that permit - they need to be able to use the furs of the animals hunted to make warm clothing - they need to make fine art to sell and have money to buy things for their family.

Each group should end up with a list of the jobs of each community and how the climate has affected the jobs of each community.

RELATED SUBJECT AREA:

Science

Use with the Simple Machine unit.

OBJECTIVES:

To have the children match the machine with one or more occupations.

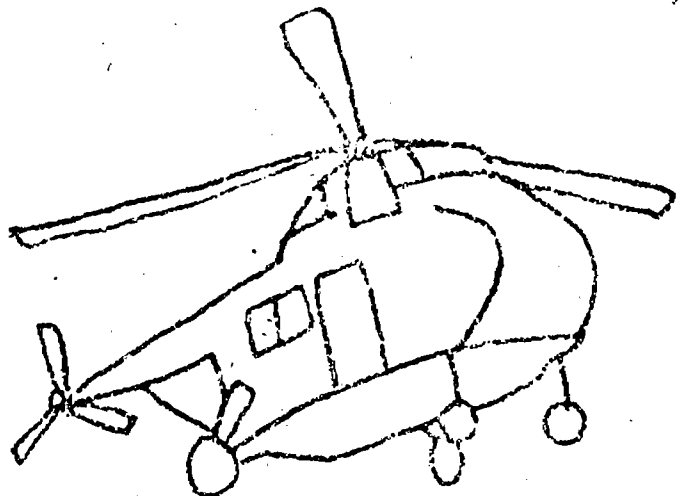
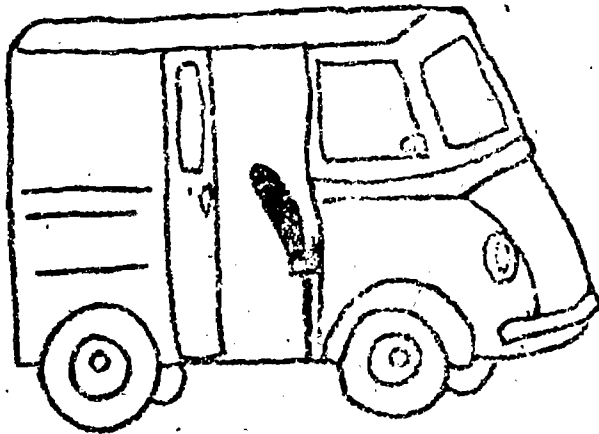
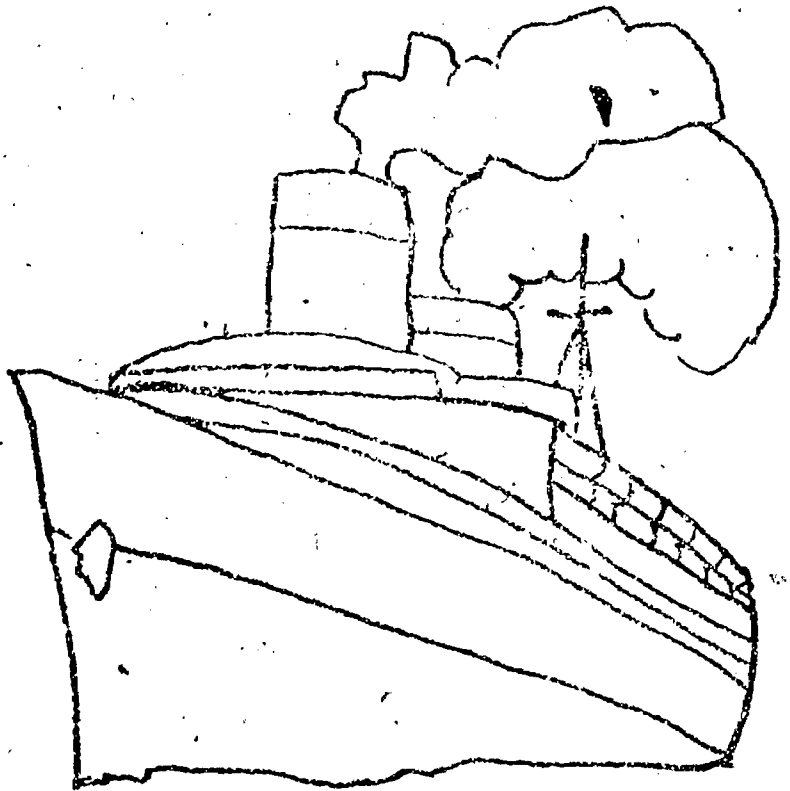
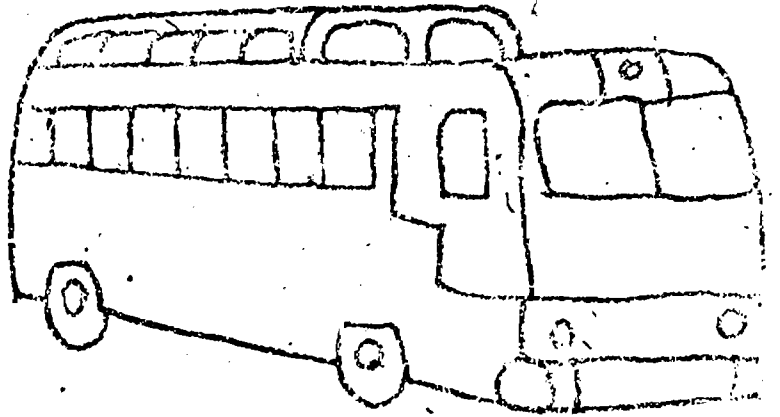
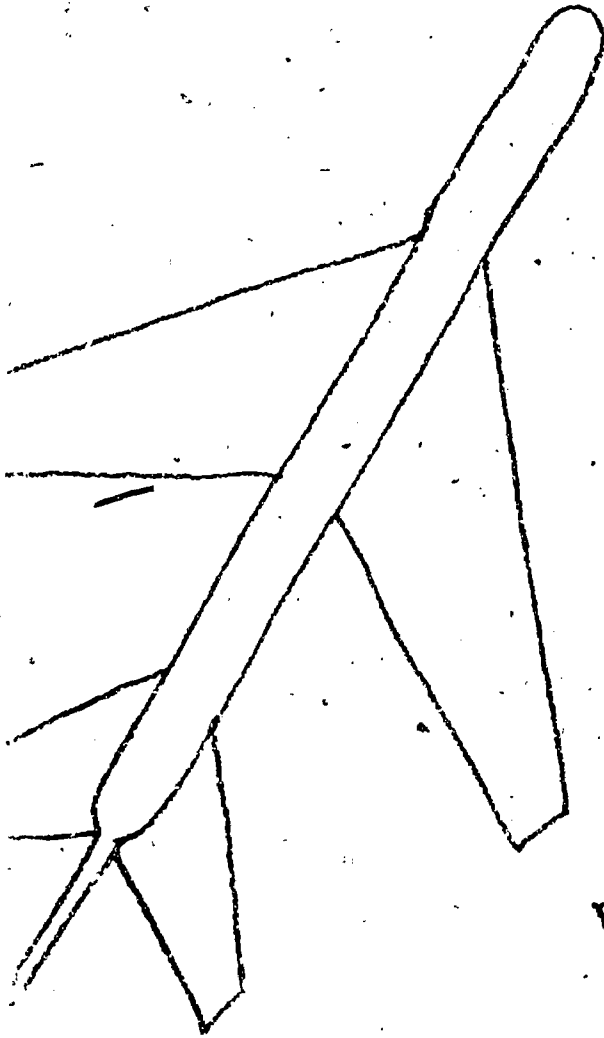
To have the children add their own pictures to make a longer list of machines and occupations.

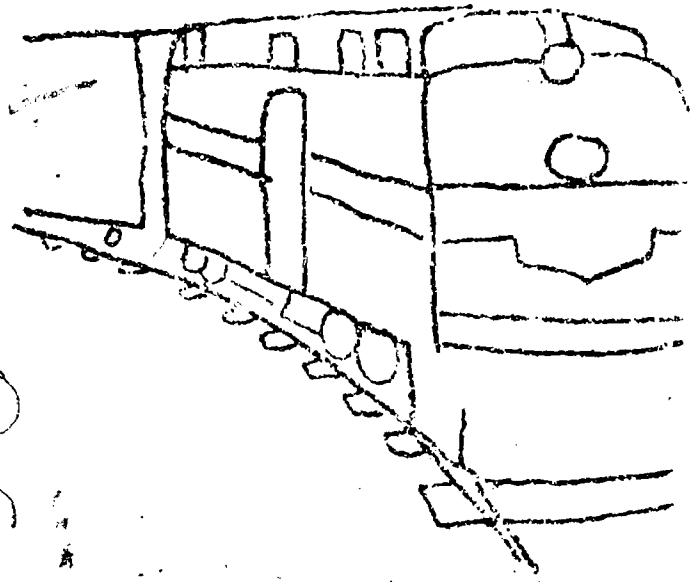
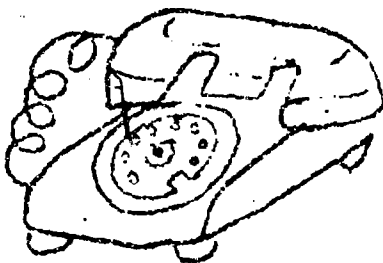
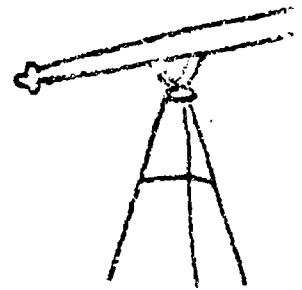
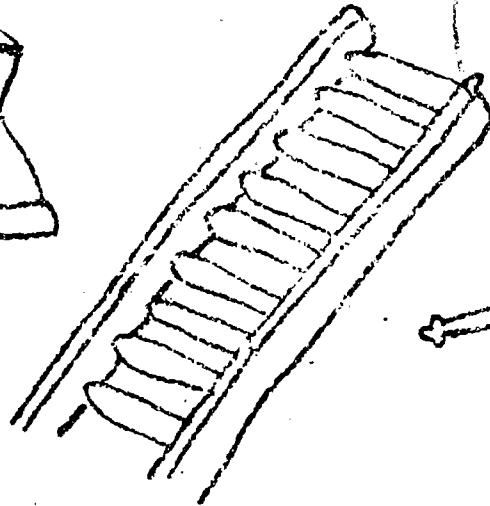
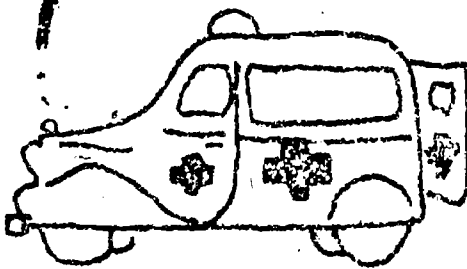
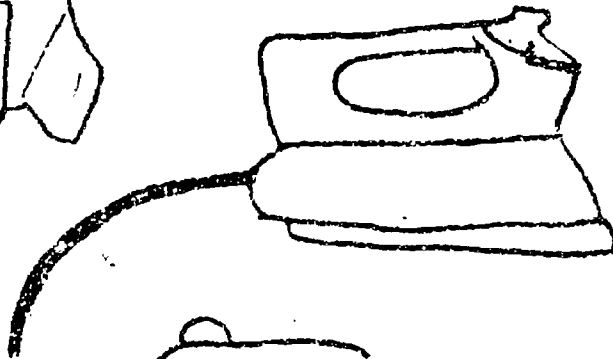
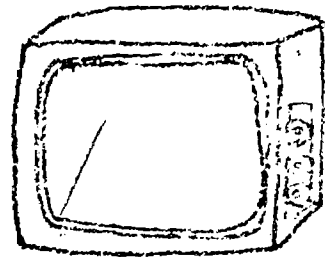
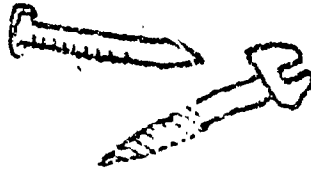
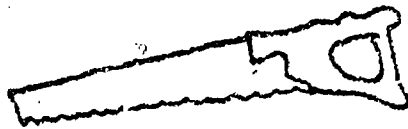
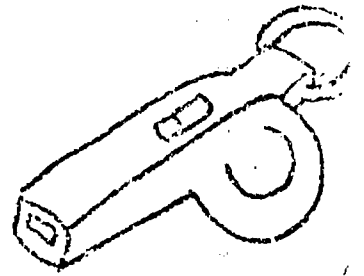
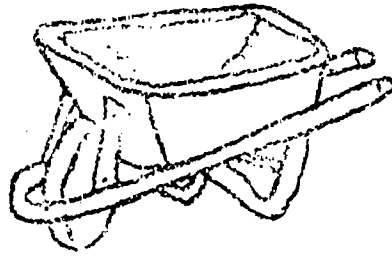
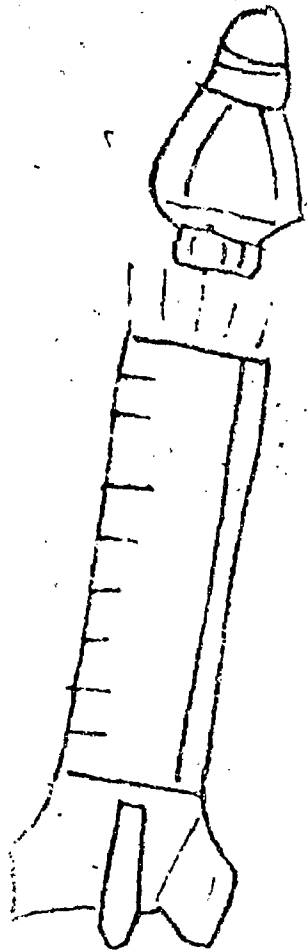
LEARNING ACTIVITY:

Give each child a copy of each of the machines and, as a group, decide on the occupation or occupations that use this machine. Then the student should paste the picture on one 3" x 5" card and on another card he could copy one of the occupations that has been discussed by the class.

The class can then break into groups of two children and play concentration with their cards and pictures.

If the teacher wants to, she can make only one game for independent work. The students should be encouraged to find pictures to add to their collection.





RELATED SUBJECT AREA:

Social Science

Related to craftsman in Williamsburg unit.

OBJECTIVES:

To make the children aware of how the jobs of colonial Williamsburg compare with the crafts and work done by parents today.

LEARNING ACTIVITY:

This would be a good lesson for role playing the craftsman of Williamsburg and then as a group correlating these to present day occupations.

Divide the class into groups of two or three children. Each group should be assigned a trade or craft that they are to read about and plan a short role playing experience for the rest of the class to watch. If the teacher didn't want to pantomime the crafts, each group could illustrate on large paper the craft of their choice.

Then as a whole class, the children could relate present day jobs to the crafts of Williamsburg. If there are illustrations of the crafts then the present day occupations could be written up on chart paper to be displayed next to the illustrations.

GRADE 2  
February  
03

RELATED SUBJECT AREA:

Social Science  
Related to Historical Community Chapter 5 - Restored Williamsburg

OBJECTIVES:

To have the children see how difficult the job of the Williamsburg construction worker and architect was in restoring the city.

LEARNING ACTIVITY:

Begin the lesson with a discussion of what is restoration? Who are the people that help with restoration? What are their jobs like? Examples: drawing diagrams, measuring, digging, rebuilding, cleaning, painting.

Tell the children that they are going to try some restoration. Each child is to draw a picture of a building or place in Williamsburg.

Then the teacher should tear off about 1/3 of each picture. Give each child a different picture. He is to pretend that he is the carpenter or architect and that he is to make the plans for this restoration picture. He is to reconstruct the rest of the picture.

The students should be able to sense the task of the carpenter in rebuilding a city. Why would his job be difficult? Why is it important to rebuild things? This would be a good lesson to precede the film about restoring Williamsburg or the film "The Story of a Patriot."

OCCUPATIONAL CLUSTER:

Construction Cluster

GRADE 2  
February  
04

RELATED SUBJECT AREA:

Social Science  
Relate to Williamsburg Today

OBJECTIVES:

To make the children aware of how Williamsburg as a community has different goods and services because of the tourism and people that visit this city.

LEARNING ACTIVITY:

Begin the lesson with the discussion of the difference between producing goods and producing services. Is Williamsburg, as a community, providing goods or services for people? What services does it give to the people who visit this city? What are some jobs that would be in Williamsburg because of the tourism and visitors that come each year?

Examples: motel workers, parks, museums, restaurants, filling stations, guides, souvenirs stands, and craftsmen's shops. Discuss as a class some of the jobs that would be special to Williamsburg or the jobs related to the business of tourism and vacationing.

As a culmination to this lesson, have the children write an answer to the statement - If I could work in Williamsburg for one summer, I would like to have this special job. The class could share their stories or they could be posted for the children to read on their own time.

OCCUPATIONAL CLUSTER:

Hospitality and Recreation Cluster



GRADE 2  
February  
05

RELATED SUBJECT AREA:

Social Science - Art  
Related to Colonial Printer of Williamsburg Unit

OBJECTIVES:

To have the children practice printing.  
To make the children aware of how important it is to please another student, the buyer.

LEARNING ACTIVITY:

The colonial printer was an important part of the early community. Why? Do we have printers today? What do they print? (Newspapers, announcements, cards, envelopes, special designed paper things.) Are they important to our community today? Why?

Have the children pretend that they are in a print shop and they are printing a special design for a book cover. What things must they remember if they are going to do a good job? Do you think it would be important for a printer to have practice designs? Tell the children to make examples to show someone else in the class; that is, the buyer. The buyer will choose the preferred design.

The students will then use potatoes, blocks, or whatever to print the book cover design for the buyer. Important papers or something special could be put in these designed book covers. This is an experience for the students to see how important it is (to please the person for whom the book cover is being printed).

OCCUPATIONAL CLUSTER:

Communication and Media Cluster

SUGGESTED RESOURCE MATERIAL:

002 M Books Wi-L-M-R-W

RELATED SUBJECT AREA:

Math  
Related to telling time unit.

OBJECTIVES:

To have the children mark on their individual clocks the times the teacher uses in her story.

LEARNING ACTIVITY:

This would be a good review after the introduction and practicing of telling time.

As the teacher reads the story, the children should show on their individual clocks the time shown. The teacher can check individually or show the correct time with a Judy clock at the board.

This is a story about Bill, a boy in second grade just like you are. Every morning at 7:15 Bill hears his mom calling him to get up because breakfast is served at a quarter to 8. This is a special day for Bill because his class in school is going to visit special places in his community. He has to be at school by 8:10. The bus will leave at a quarter after 8.

Their first stop at 8:25 is Joe's Bake Shop. Here they see Joe and all his workers making bread, rolls and cookies for the city. They must be ready to start delivering to people all over the city at 10 to 9. Bill and his class are very excited about seeing a bake shop. At 9:05 they leave the bakery to go to the supermarket. They arrive at the supermarket at 9:13. Charlie, the manager, meets the class at the door. Charlie shows the class how he is in charge of the whole store, the ordering of more groceries, the buying, cutting, and wrapping of the meat and the hiring of all the employees. The class tells Charlie thank you and they leave the supermarket at 10 to 10. At 10:00 the bus arrives at City Hall. Mayor Jones meets the bus. He welcomes them at six minutes after 10. He leads them into City Hall. There the class meets all of the people who work for the city. The City Engineer, Clerk of Court, City Treasurer, and City Inspector. All of these men keep Bill's city running smoothly. At a quarter to 11, Bill's class boards the bus for one more stop at the police station. Officer Stone meets the class. He leads them into the station to show the children the radio equipment and other things the policemen need to protect the city. At 11:45 the children board the bus to return to school. Lunch time is at five to 12. At 12:40 the afternoon bell rings. The children are still talking about their tour of the city. They write thank you's to all the people that helped make their tour enjoyable. At 3:10 the bell rings and Bill is ready to go home.

On his way home Bill stops at the library. He arrives here at a quarter after 3. He talks to Mrs. Roberts, the head librarian. She helps Bill find some new library books. At 3:25 Bill leaves for home. At 3:30 Bill sees his mom working out in the yard. Bill can hardly wait to tell her about his fun day.

At 6:10 Bill's dad comes home from a busy day at the office. At 6:20 supper is

served. They eat for 20 minutes, so at what time is supper finished? (6:40)  
The family watches T.V. for an hour. Then Bill says he'd like a bedtime snack.  
What time is it now? (7:40) At 8:00 Bill gets ready for bed. It takes him  
15 minutes. He says "Good night." What time is it? 8:15.

Bill is sound asleep by 8:25!--The end to a happy day.

GRADE 2  
March  
01

RELATED SUBJECT AREA:

Language Arts

This is a role-playing activity to use at any time.

OBJECTIVES:

To fill out the job tree, doing only those they know.

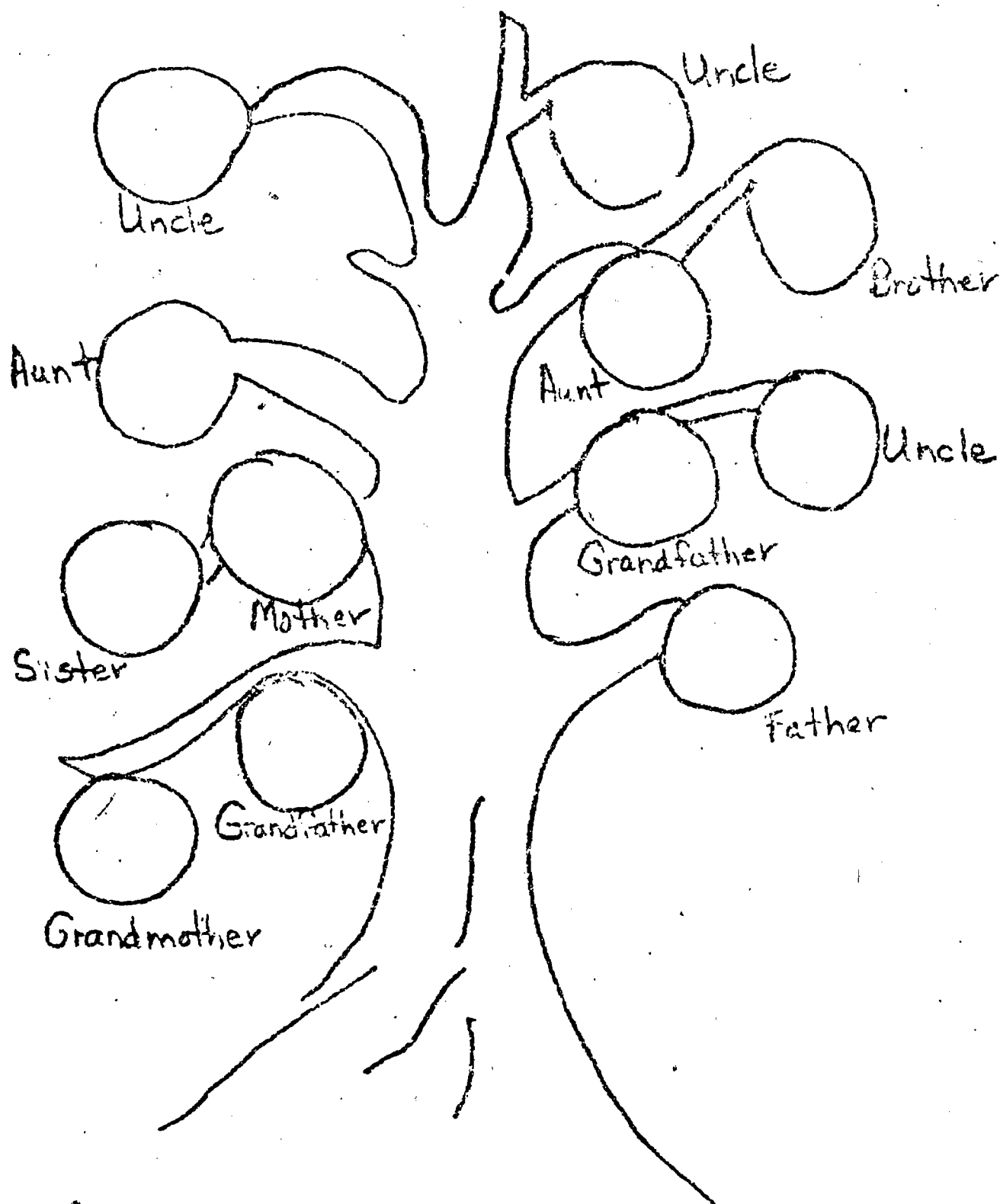
To have children act out the job of someone in their family.

LEARNING ACTIVITY:

Have the students complete a "Job Tree" on their own family, depicting the jobs held by as many family members and relatives as possible. If they don't know, they should skip that person.

Have the children adapt the Mulberry Bush song to sing "This is the way my father works, (mother works, sister works, etc.) Father works, father works. This is the way my father works all the day long. The child acts out the job while the rest sing the song and then guess what the job is. Each should have a chance to pick any member from the tree.

# JOBS I KNOW



RELATED SUBJECT AREA:

Language Arts - Relate this at any time in the school curriculum.

OBJECTIVES:

To read the story of Stone Soup and discuss how the soldiers taught the townspeople what fun it is to share.

To make stone soup, dividing the class into groups and sharing the responsibilities and jobs involved in making stone soup.

LEARNING ACTIVITY:

Share the story Stone Soup (398.2 B) with the children, discussing as you read and at the end. Why didn't the townspeople want to share their food with the soldiers? What good idea did the soldiers have? Why were the townspeople willing to bring their food for the Stone Soup? What did the soldiers do when they had finished making the soup? How did the townspeople show their appreciation to the soldiers? What had the soldiers taught the people? Why did you enjoy this fairy tale?

Who would like to make Stone Soup? What do we need to do as a class to get ready to make it? What things will we need to bring? What jobs will we have to do to get it ready? This would be a good chance to let the class make the decisions as to what will be needed for the soup. Do this in a group discussion. List jobs and things that the group decides upon, but let the students have the ideas as to how they want to make it. (The schools have hot plates in the science equipment.)

As the soup is cooking or at any other time, the story would be fun to act out. Divide the class in half -- let half put it on for the second group, then let the other half put it on for the first group. Again, let the class as a group decide on the parts, scenery and props. Don't get too involved with the scenery and props.

SUGGESTED RESOURCE MATERIAL:

The story Stone Soup is in all the libraries, numbered 398.2 B and is found in the 2<sup>nd</sup> Ginn reader, We Are Neighbors.

GRADE 2  
March  
03

RELATED SUBJECT AREA:

Language Arts

This may be a booklet that would be good to share with the parents for second conference.

OBJECTIVE:

To make the student aware of himself, his feelings, his likes and dislikes.  
To make an "I am Me" booklet.

LEARNING ACTIVITY:

Begin the project with an introduction to the individual child, his family, what hobbies are, and how each child will be making a booklet titled, "I am Me." One page could be the picture of the little cat looking into the mirror. Tell the children to put themselves into the picture as the cat. They should tell what they see as they look at that face in the mirror. Cut around the cat and paste onto page of the booklet.

Another page may be that cat holding the balloon. Inside the balloon the children illustrate their favorite toy or hobby. Have the children tell about the toy or hobby; why they like it so much. If they have more than one toy or hobby, have them put it into the balloon and tell about it too.

A family tree may be another page. The children should draw a tree and fill in the members of their family.

Magazine pictures or illustrations of their favorite food would make another page. The children should write about what they really like and the foods that they dislike.

Another page could be an illustration and explanation of "My Favorite Place to Be."

Another page could be an illustration of their favorite season and what they like about this time of the year and what they do during these months - or have them illustrate themselves doing their favorite sport for each season of the year.

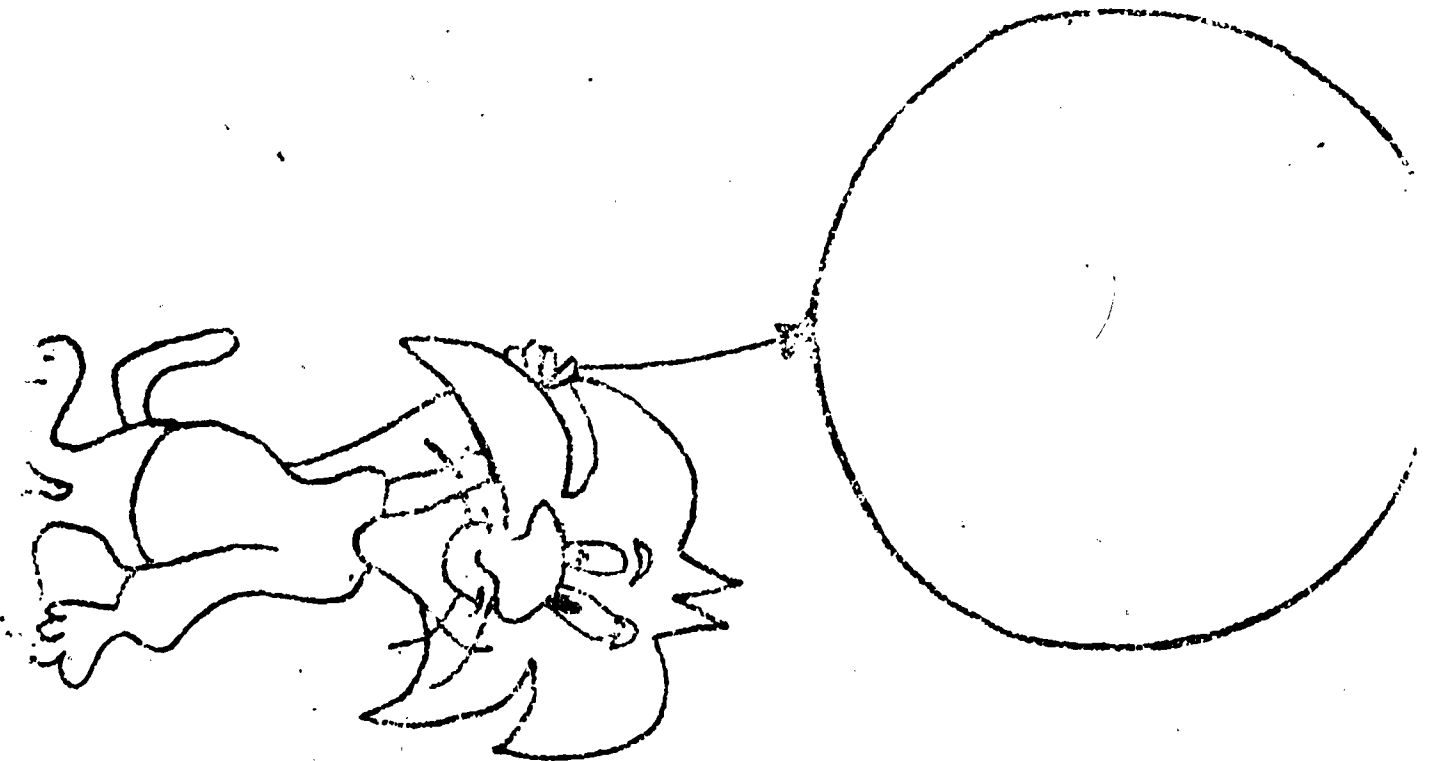
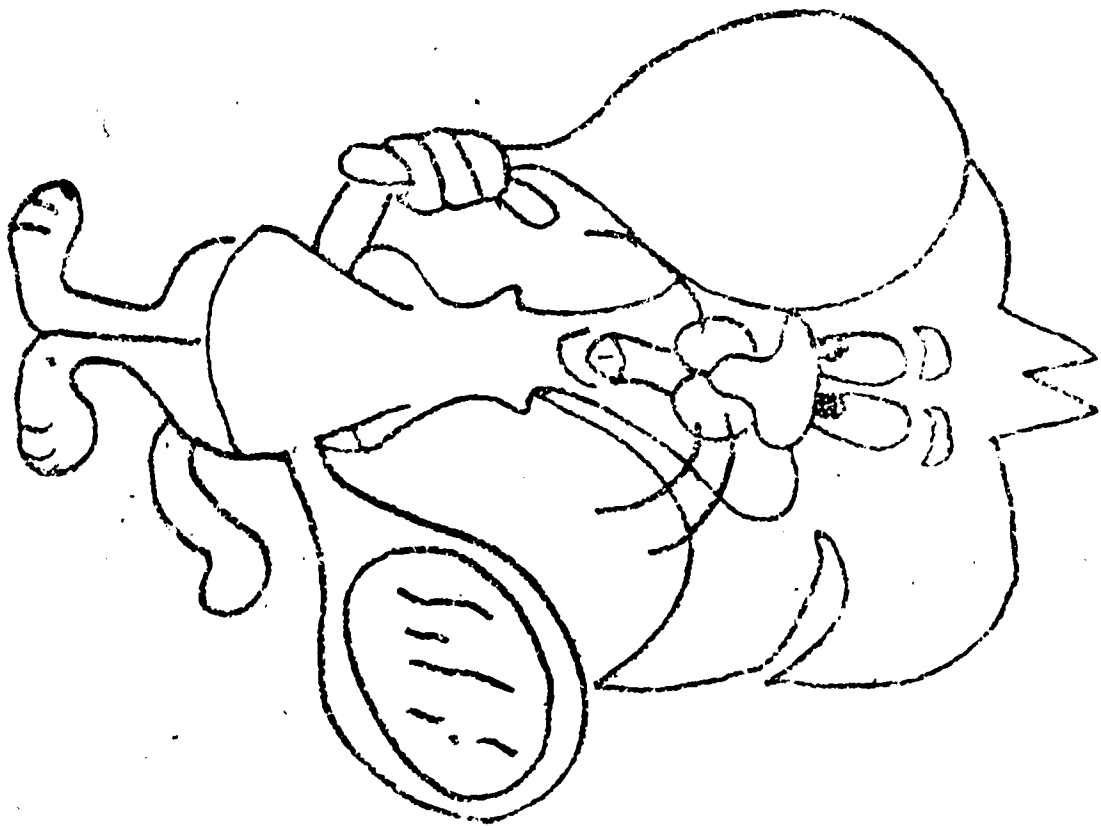
Another page could be "If I Could Change school, or my friends, or home I would do...."

The booklet could end with a page that tells about the child's wishes. Either when I grow up or I wish I were. I like to dream myself ....

A self portrait might be a good cover.

SUGGESTED RESOURCE MATERIAL:

Magazine pictures





RELATED SUBJECT AREA:

Social Science and Art  
Related to the subject of community helpers.

OBJECTIVES:

To have the children become aware of the uniforms of public and private helpers in a community.

LEARNING ACTIVITY:

After studying the private and public workers in a community or as a part of the end of the book review, have the children choose a favorite helper from our community. Give them each a piece of wrapping paper (brown and white) big enough that he can lay down on the paper and a classmate can trace around him.

Each child should then color in the hair, face features, and dress himself with crayons in the uniform of the community helper he has. Cut out when it's colored. As the children share their picture with the class, they should give a reason for their choice. Having duplicate choices won't matter.

OCCUPATIONAL CLUSTER:

Health, Public and Personal Cluster

SUGGESTED RESOURCE MATERIAL:

E More Friendly Helpers W1-L-M-R-W

H

371.42 Fathers at Work L-M-R

R

GRADE 2  
March  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make the children aware of some of the important attitudes involved in doing a good job in school.

LEARNING ACTIVITY:

This is a bulletin board or wall decoration idea. The Little Train That Could could be the caption for a train with six railroad cars. The engine and six cars could be labeled:

1. Get my work done quickly
2. Work safely
3. Try not to be a "me firster"
4. Take my turn to talk
5. Share with my classmates
6. Do the best work I can
7. Grow up inside

As each car is put up on the bulletin board the teacher should lead a discussion about each phrase, Why it's such an important car in the whole train and how it helps. The activity can end with the children writing a short paragraph about which car they think they need to improve upon and how they might get better with this weakness.

GRADE 2  
April  
01

RELATED SUBJECT AREA:

Social Science  
Related to Yakima Washington Unit

OBJECTIVES:

To have the children become aware of the jobs involved in planting, growing, harvesting, packing, and selling apples.

LEARNING ACTIVITY:

After reading chapter 3 on growing and harvesting of apples, have the class discuss first the work of the apple grower. What work does he do in the winter? What work does he do in the spring? What does the apple grower do in the summer?

When fall comes the apple grower needs to hire helpers. Who are they? What jobs are there in harvesting the apples?

What jobs are there in a packing plant? From the warehouse the apples are transported to points unknown for selling. What jobs would be involved in the transporting and selling of the apples?

Have the class make a movie, filmstrip or mural of the apple growers', harvesters', packers', and sellers' jobs involved in raising, picking, cleaning, and transporting the apples to market.

The class could also write a commentary to go with the movie, filmstrip, or manual.

OCCUPATIONAL CLUSTER:

Agri-business and Natural Resources

GRADE 2  
April  
02

RELATED SUBJECT AREA:

Art

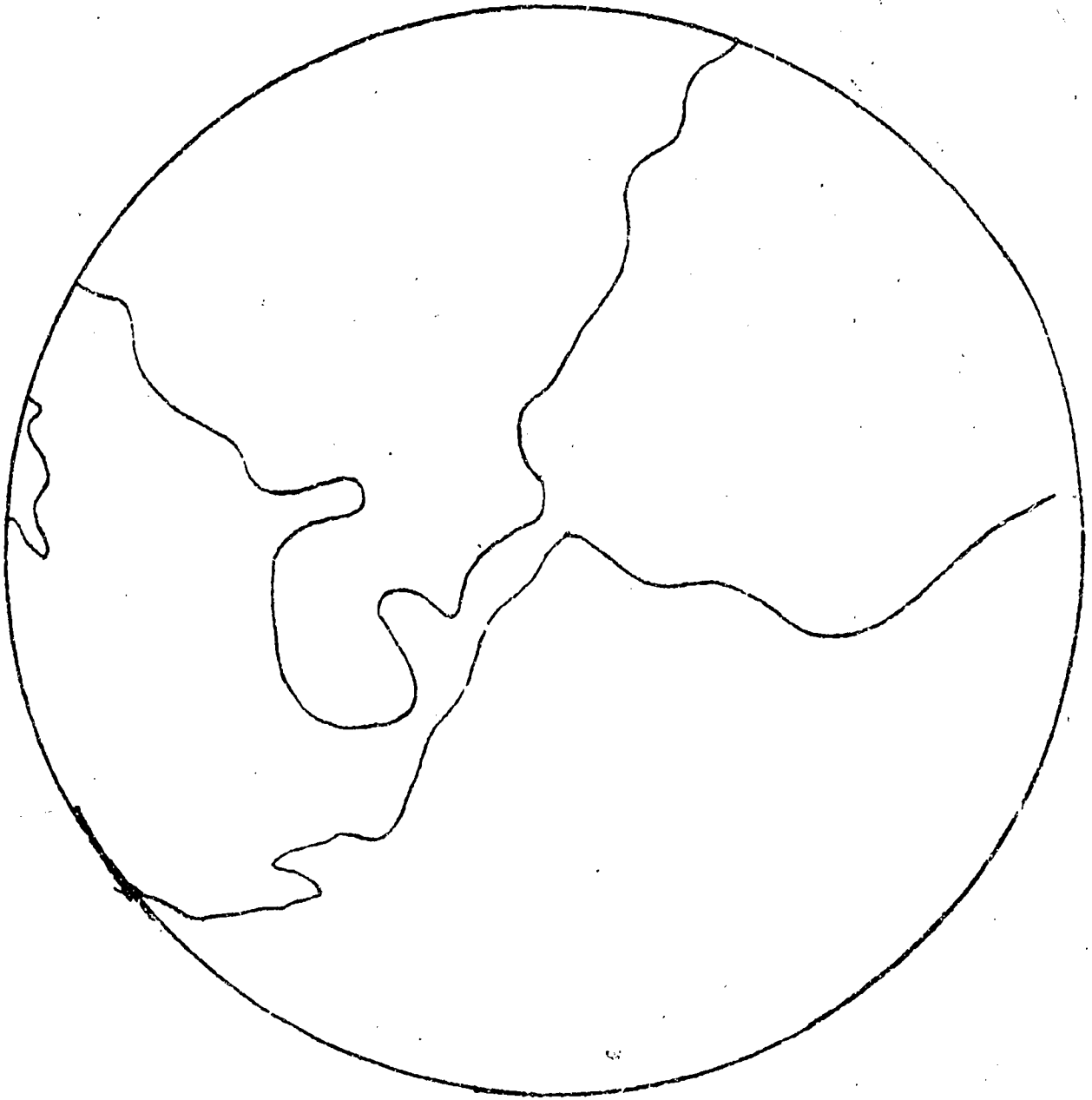
OBJECTIVES:

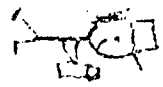
To make children more aware of "Our Work World."

LEARNING ACTIVITY:

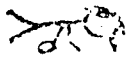
Give each child a copy of our world. They are then to find magazine or newspaper pictures of people at work in our country. They then cut around these pictures and paste them onto the world in collage form, covering the whole world with pictures they've found.

If you wish, display these pictures by running a string from the floor to the ceiling. On the string, attach the collage pictures and display them with the caption "Our Work World."

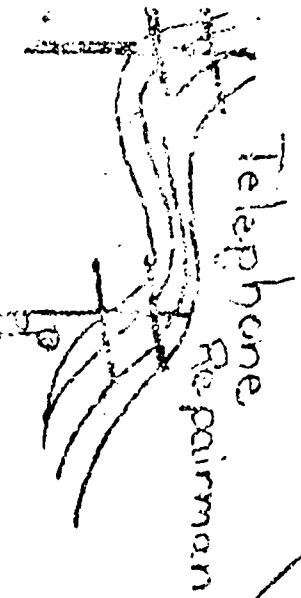




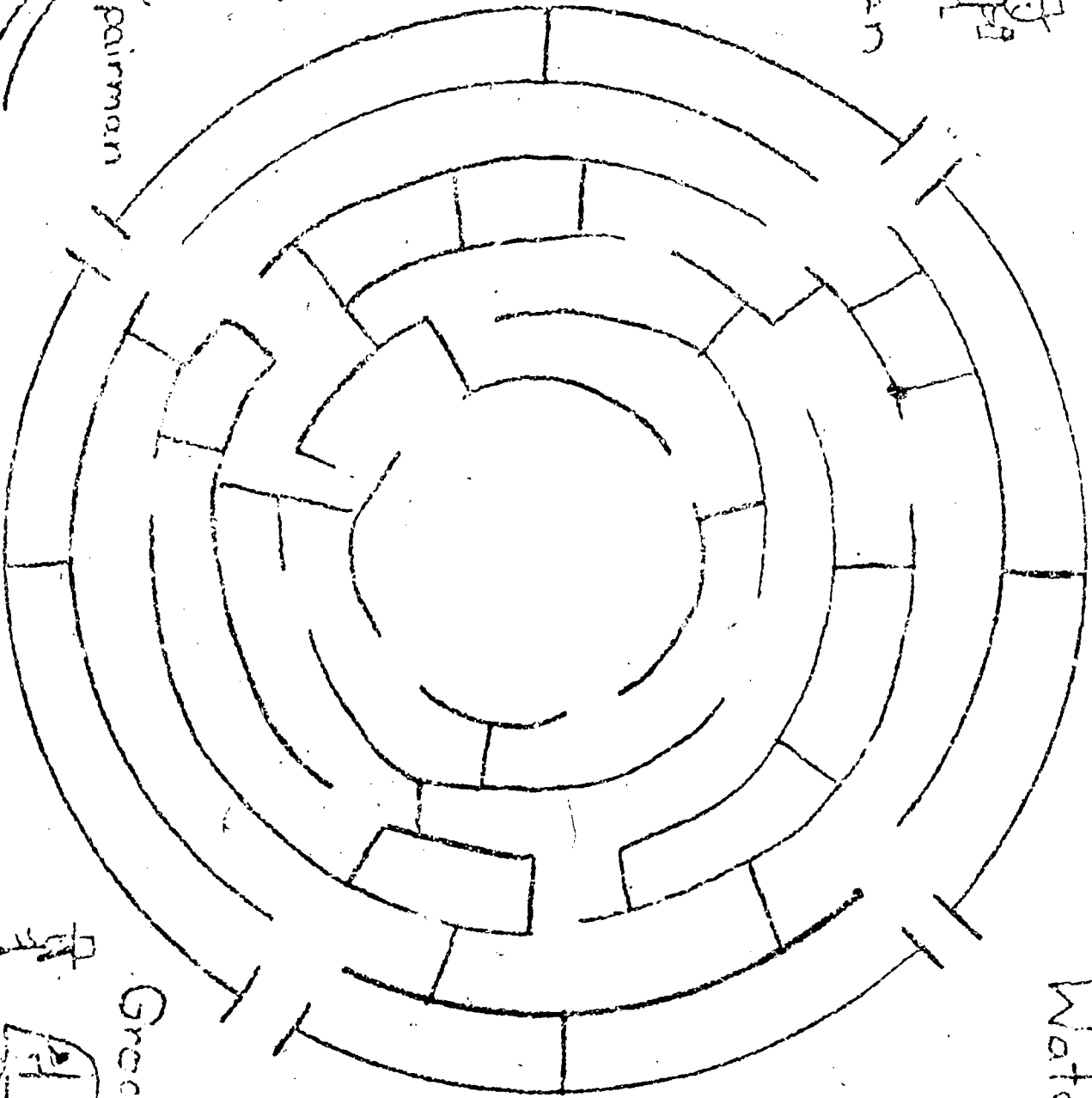
Milkman



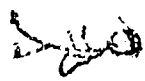
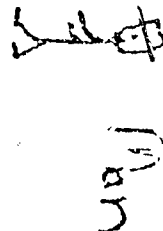
Gas man



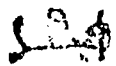
Telephone  
Repairman



Water Meter



Mailman



Electrician



Grocery man

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make the children aware of some of the people whose job it is to visit the home.

LEARNING ACTIVITY:

This is a game that the children can play at their own desk individually. Begin the worksheet with a discussion like:

Draw a blue circle around all the helpers you recognize.

Draw a red circle around the helpers you don't know.

Tell the children to find the way for the helper to travel through the maze and find the way to the house.

After they finish this, they should write two or more sentences about why each one of these workers visits people's homes or anything else they know about the job of this worker.

The children can share their sentences with the class. Those that they don't all know will then be found out through the discussing and sharing.

This would be a good activity to do as an introduction to the other career awareness activity that is the bulletin board spotlighting workers who come to our houses.

GRADE 2  
April  
04

RELATED SUBJECT AREA:

Language Arts  
Related to anything after second semester.

OBJECTIVES:

To make the children aware of some of the different workers who come to our house.

LEARNING ACTIVITY:

This activity is a talking bulletin board centered around the caption "Spotlight on Workers Who Come to Our House." An example for the bulletin board is on the activity page.

With colored cellophane, cover the job that is being spotlighted. A string should also connect the spotlighted job and the talking cassette. The cassette tells a story of this worker doing his job. The teacher can spotlight the job as long as she wishes.

The story that was used for each cassette can be found in the Work Widening Occupational Kits in all libraries. There are pictures of the worker and occupational information on the back of each pamphlet. Here are the numbers for the twelve occupations pamphlets that were spotlighted.

Blue Section -

- 31 - Letter Carrier
- 39 - Meter Readers
- 72 - Carpenters
- 85 - Electricians
- 99 - Home Appliance Servicemen
- 122 - Painters and Paperhangers
- 132 - Plumbers
- 139 - Real Estate Appraisers
- 154 - Tree Expert

Pink Section -

- 20 - House to House Salespeople
- 78 - Public Health Nurses
- 92 - Telephone Installers



SPOT LIGHT ON

WORKERS WHO COME  
TO OUR HOUSE

Turnover

Home Appliance  
Service men

Carpenter

ELECTRICIAN to house  
Household  
Cable

Real Estate  
Appraisers

Letter  
Carriers

Painter and  
Paperhangers

Telephone  
Installers

Public Health  
Nurse

Meter Readers  
Tree Expert

GRADE 2

April

05

RELATED SUBJECT AREA:

Language Arts

Relate to the library book, The Little Engine That Could E.P.

OBJECTIVES:

To have the children draw pictures of jobs that are only half finished.

To make the children aware of the importance of doing a complete task.

LEARNING ACTIVITY:

Begin this lesson with the story, The Little Engine That Could. Let's listen to find out what this little engine could do.

Why was the little train so happy at the beginning of the story? Why does taking something like toys to other children make us feel so happy? What happened to make the little train sad?

Why wouldn't the shiny new engine help share the task of getting the little engine over the mountain? Why wouldn't the big strong freight engine help the little engine finish his job of getting the toys to the children? Why wouldn't the dingy, rusty engine help?

What did the little blue engine say when the toys asked for help? How was he able to help? How did his helping the little engine finish the job? What would have happened if the little engine hadn't been able to finish her task of delivering the toys to the other side of the Mountain?

Why is it important to finish something that you've started? What are some tasks that we know in our community? As the children give ideas, list them on the board like garbage man, mailman, gas station attendant. What would happen if in the middle of their job they stopped and didn't go on?

Have the children illustrate a picture of a job that's only half finished. Have each child share his picture with the class and tell the consequences of the job if they weren't finished.

SUGGESTED RESOURCE MATERIAL:

Library book, The Little Engine That Could Easy P found at Wi W R M

2 2

GRADE 2

May  
01

RELATED SUBJECT AREA:

Social Science

Related to Chapter 2 of Webster City, Iowa farm unit.

OBJECTIVES:

To have the children become aware of the many jobs there are because of the corn and soybeans raised by the farmers.

LEARNING ACTIVITY:

On page 24-25 there are pictures of some of the by-products of soybeans and corn. Here is also a list. Corn by-products are corn oil, cornmeal, corn syrup, cornstarch, cereals, industrial chemicals, plastics and synthetic clothing fibers. Soybean by-products are flour, soybean oil, shortening, margarine, salad dressing, packaged tuna and sardines, soap, paint, ink, fuel oil, varnish, oilcloth, cosmetics and linoleum.

After discussing all of the products, have the children list as many of the jobs as they can that would be involved with these corn or soybean products. For corn cereal, the list could include the company that makes the cereal, like Kelloggs; the truck drivers that transport the cereals; the wholesale dealers; and the groceryman.

The teacher could have the students bring examples of these by-products. For some, they could bring the box or container that the by-product comes in. These could be displayed on a bulletin board or on a chart and the related list of jobs could be near the example.

GRADE 2  
May  
02

RELATED SUBJECT AREA:

Social Science

Related to Chapter 4 of the Webster City, Iowa farm book.

OBJECTIVES:

To have the children know the jobs of the farmer depending on the season of the year.

LEARNING ACTIVITY:

Chapter 4 is about the seasons on the farm. After reading and discussing this chapter, lead the discussion to the farmer and how different his job is, how much the farmer needs to know, how varied his job is.

Give each child a piece of illustration paper. The child should fold the paper in half both ways. The student will end up with four squares. They should then illustrate or write about the farmer's work in fall, winter, spring, and summer. The children can share their pictures with the class.

GRADE 2

May

03

RELATED SUBJECT AREA:

Social Science

Related to the Webster City, Iowa farm unit.

OBJECTIVES:

To have children realize how the job of farming has changed.

LEARNING ACTIVITY:

This activity would work after reading about the Hansen family's farm. Give the children a sheet of paper and have them fold it in half. At the top of one half write "Old ways of farming" and on top of the second half put "New ways of farming."

Give each child a ditto of the phrases about farming and have them cut them apart and paste under the correct heading.

Discuss as a group when the project is finished.

OCCUPATIONAL CLUSTER:

Agri-business and Natural Resources Cluster

farmers grow all their own food.

All farmers raise hogs, sheep, cows and chickens,

farmers use tractors to pull plows

Farming is specialized work.

Farmers do much of their work by hand.

Farmers need to be a mechanic to run all their machines.

They use chemicals on their fields

Farmers don't have many machines to help them.

They specialize in growing food

Farmers are using new things and new ways of doing things.

farmers milk cows by hand.

Farmers keep pigs in buildings called hog parlors.

farmers hoe the weeds.

Farmers use horses to pull wagons.

GRADE 2

May

04

RELATED SUBJECT AREA:

Social Science

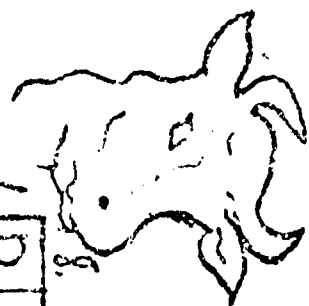
Related to Webster City farm unit

OBJECTIVES:

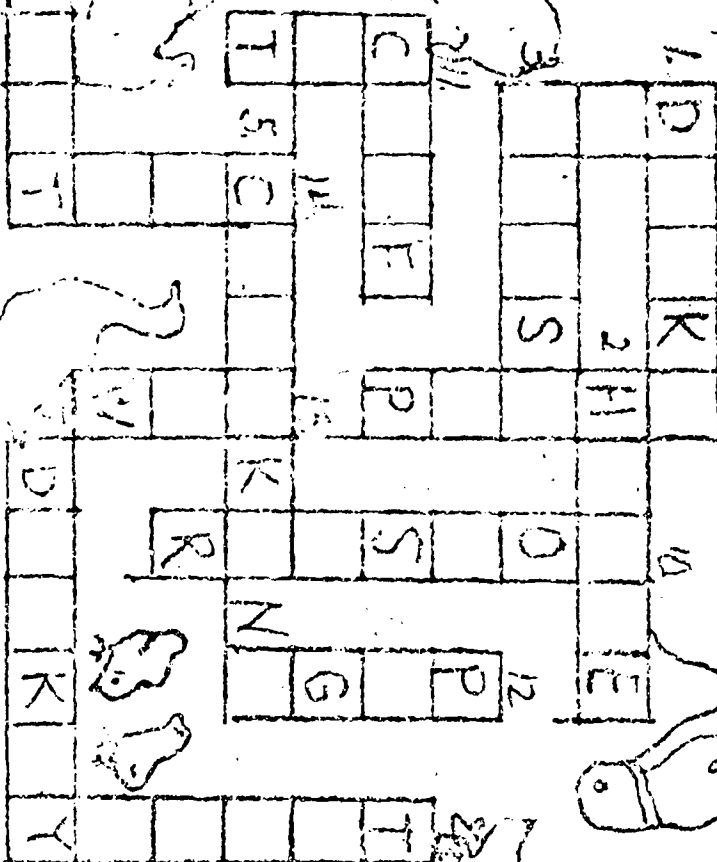
To broaden the students' farm view

LEARNING ACTIVITY:

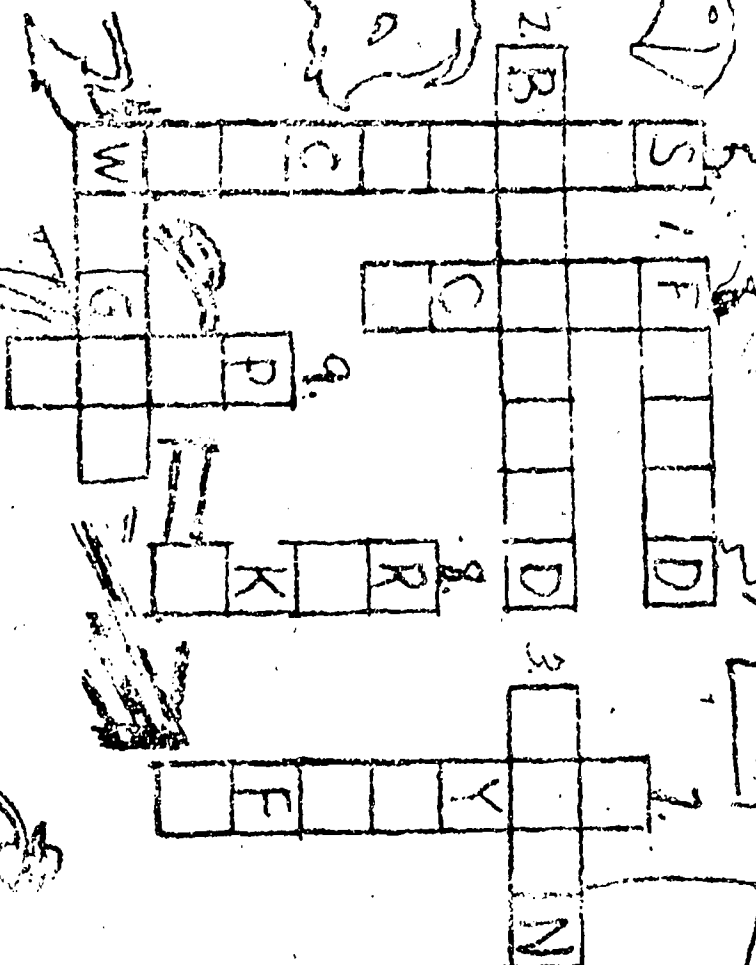
This activity has two crossword puzzles. There are riddles for each of the words used. The riddles are written on each corresponding word in the crossword puzzles. They begin with the words and end with the down words. The teacher could put the spelling on the board or the class may go through the puzzles together. They should discuss the tools that the farmer uses and the animals on the farm.



ANIMALS  
on the  
FARM



DOWN on the FARM





RIDDLES FOR ANIMALS ON THE FARM

Across

1. We love to swim and say quack quack. We are d \_ \_ k \_.
2. We are fun to ride. h \_ \_ \_ e
3. More than one goose is \_ \_ \_ s \_.
4. I am a young cow. c \_ \_ f
5. We lay eggs nearly every day. c \_ \_ \_ k \_ n \_
6. Be careful or I might butt you. g \_ \_ t
7. I am stubborn sometimes. d \_ \_ k \_ y

Down

8. We bark to tell you company has come. d \_ \_
9. We need to be sheared once a year. \_ h \_ \_ p
10. I'm the alarm clock on the farm. \_ o \_ s \_ \_ r
11. I catch mice for some of my food. c \_ t
12. We love to lay in mud to keep cool. p \_ g \_
13. We make Farmer Jones' Thanksgiving dinner very good. t \_ \_ \_ \_ y
14. I'm a baby horse. c \_ \_ t
15. I give the farmer dairy products. I am a \_ \_ w.

RIDDLES FOR DOWN ON THE FARM

Across

1. The farmer plants his crops in me. f \_ \_ \_ d.
2. The pasture behind the barn is called the b \_ \_ \_ \_ \_ d.
3. The cows and horses live in the \_ \_ \_ n.
4. This is what the farmer uses to haul crops and animals. w \_ g \_ \_

Down

5. The farmer's wife uses this pretend person to scare birds away from the garden. s \_ \_ \_ \_ c \_ \_ w
6. The farmer uses me to keep animals inside the field. f \_ \_ c \_
7. I'm high up in the barn, the farmer keeps hay in me. \_ \_ y \_ \_ f \_
8. I help the farmer keep his field and yard clean. r \_ k \_
9. I help the farmer in the spring get his field ready for crops. p \_ \_ \_

GRADE 2

May

05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make the children aware of some of the jobs found in our country.

LEARNING ACTIVITY:

Give the children a copy of the occupations and their description. Go through the list together, letting the children identify those that they can. A good way for the children to check to see how many jobs they can remember is to cut the occupation and its description apart. As an individual or in pairs they can match to see if they know them all.

Two game extensions of this lesson on workers could be puzzles or bingo. For bingo the cards could have the work title and a center free space. The teacher or a student could read a description and the players could then cover the correct corresponding worker.

For puzzles - Little individual shapes of colored construction or tagboard can be cut. On one side of the shape write the job title and on the other side write the job description. Then cut between the vocation and description using a special, figurative cut. Then the occupation will only match one description. Each set of shapes should be the same color.

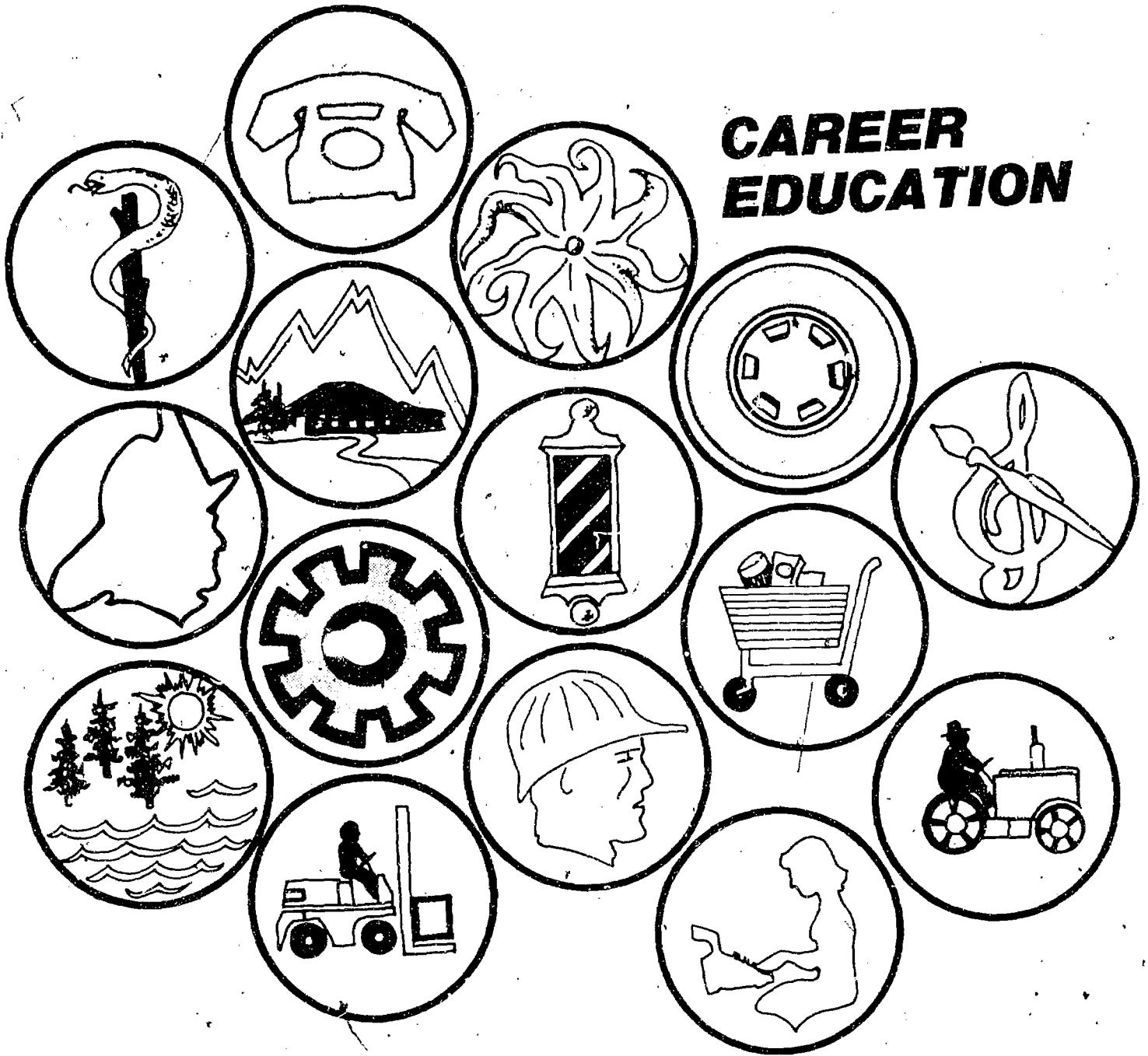
Example: beautician	a person who
	sets or cuts
	women's hair
	in a beauty
	shop.

## LIST OF JOBS TO RELATE TO SECOND GRADERS

- factory assembler - puts together parts of a product in a factory in specific amount of time
- file clerk - files letters, ads, or any information for an office
- home appliance serviceman - fixes appliances like stoves or washers
- credit collector - collects money for unpaid bills from people
- receptionist - employed to receive callers in an office
- travel agent - arranges vacation or travel trip for people
- optometrist - a person whose job it is to test eyes and prescribe glasses
- disc jockey - a man who conducts a radio program featuring music and informal talks
- astronomer - a man who knows a lot about the sun, stars, and planets.
- fashion designer - a person who styles clothing for people
- magazine editor - writer of articles for a magazine
- hostess - assists people in finding a place in a restaurant
- pharmacist - a person who fills drug prescriptions at a drug store
- lumberjack - a person who cuts down lumber - logger
- welder - a person who melts together metal with heat
- butcher - a person who slaughters and cuts up meat
- dental hygienist - a woman who cleans and fluorides teeth
- florist - a person who sells flowers
- photographer - a person who takes pictures
- plumber - a person who installs or repairs piping fixtures
- F.B.I. agent - Federal Bureau of Investigation - agent to track law-breakers for the federal government.
- beautician - a manager or employer of a beauty shop
- cashier - an employee who collects payment for purchases in a store
- jeweler - a person who designs, makes, sells, or repairs jewelry
- carpenter - a person who builds or repairs wooden structures

MY 05

# **CAREER EDUCATION**



# **GRADE 3**

GRADE 3  
September  
01

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with pp. 288-289 of New Directions in English.)

OBJECTIVES:

To emphasize the importance of rules in daily life.

LEARNING ACTIVITY:

Before having the students write rules, it would be a good idea to consider the following questions in a discussion.

1. When are rules needed?
2. Why are rules necessary in the classroom?
3. Does making rules mean that the class will run more smoothly?
4. Are some rules more important than others?
5. Who enforces the rules in the classroom?

Students could contribute ideas to form a list of rules they follow in school. Some rules might concern fire drill techniques, library behavior, bicycle safety, classroom behavior, etc.

After the class has discussed these rules tell them they are going to have the opportunity to write rules for classes. They will be able to choose one of the following classes and then write 4 or 5 rules which the class would have to observe.

1. If you ran a school for barbers, what rules would you enforce?
2. If you had a class of mechanics, what rules would you make?
3. If you had a class of short-order cooks, what rules would they have to follow?
4. If you were teaching a class of race drivers, what rules would be enforced?
5. If you had a class of teachers, what rules would they have to follow?

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 We Need Rules and Laws (W)

GRADE 3  
September  
02

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To show how Indian skills could relate to a variety of occupations today.  
To show how certain skills become obsolete according to needs.

LEARNING ACTIVITY:

Divide the class into 6 groups and have each group make a list of skills which the Indian man and woman possessed.

Have the groups read the list they compiled and together discuss the type of job they would enjoy today. Emphasize the attitudes Indians had toward their work. Emphasize how his job varied according to his needs.

Example: Creation of clay pots could be related to the creating of pottery today in the art field. The Indian knew a lot about trees and nature. Perhaps, he could work in forestry or conservation field. As a buffalo hunter, he wouldn't find an occupation today. Skills change.

SUGGESTED RESOURCE MATERIAL:

American Indian as Farmer  
Sioux Buffalo Hunters  
Indians of the Plains  
Chippewa Indians

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To develop an understanding of feelings and the importance of inter-personal relationships.

To emphasize the importance of dependability, honesty.

To allow students to realize how difficult it is to accept change in routine and environment.

LEARNING ACTIVITY:

Change the routine of the day and the arrangement of the room without informing the students. For instance, have the last subject of the day first. In math, expect them to do a difficult problem without explaining it. Ask questions in reading pertaining to a story they never read. Promise extra time for phy. ed. and then make up an excuse for not having it. When students ask questions about these procedures, inform them that it is your right as a teacher to do this.

At about noon, stop and discuss their feelings about this type of change.

1. Was this fair? Why?
2. Would they like to do it again?
3. What did they learn from this situation?

Tie in the fact that Indians have feelings of maladjustment when they have to leave the reservation to go to school or go to work. They have a strong desire to return to the reservation where they can function at ease.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 301.45 Audio - Ethnic Minority - Eddie, American Indian Boy



RELATED SUBJECT AREA:

Science

OBJECTIVES:

Show how science relates to present occupations and how it could relate to the same jobs in the future.

To see how science affects environment.

LEARNING ACTIVITY:

Have the students tell what they would like to be when they grow up. Make a list of these on the board. Point out how science will affect each of these occupations in some way.

As an example, a policeman may use new communications systems. A lawyer might have to deal with laws in space travel, etc.

Then each student could draw a picture of himself in an occupation which he would enjoy, including equipment that would change that occupation in the future. He could create equipment that we've never seen if he thinks that it will be used. He should identify the equipment. If the occupations do not show equipment, the student could just create the setting of the occupation so the viewer could get the idea. He should label the occupation.

Combine all these pictures and fasten them into a booklet.

GRADE 3  
September  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To help the student explore the reasons for work.  
To make the student aware of his mother's and father's position in the working world.

LEARNING ACTIVITY:

Each student would be given a questionnaire. Read through each of the questions so that they understand what is expected. Encourage them to be reasonable in completing their answers. Give them some time to complete this questionnaire.

After they have completed the questionnaire, the teacher could use the questions to direct a discussion in which the students could share their ideas.

### THIRD GRADE QUESTIONNAIRE

1. How many days a week do you think you should go to school?

\_\_\_\_\_ 1 day  
\_\_\_\_\_ 2 days  
\_\_\_\_\_ 3 days  
\_\_\_\_\_ 4 days  
\_\_\_\_\_ 5 days

2. How often do you do things in school that you really enjoy?

\_\_\_\_\_ all the time  
\_\_\_\_\_ most of the time  
\_\_\_\_\_ some of the time  
\_\_\_\_\_ very little of the time  
\_\_\_\_\_ none of the time

3. I come to school because:

\_\_\_\_\_ I want to  
\_\_\_\_\_ my parents want me to  
\_\_\_\_\_ my teachers want me to  
\_\_\_\_\_ the law makes me  
\_\_\_\_\_ my teachers get angry if I don't

4. List three jobs which you might like to do. List several things which a person who does this job will do.

5. What do you want to be? List two other things you might also like to be.

6. What is your father's occupation? What does he do on his job?

7. If your mother works outside the home, describe what she does on her job.

8. Why do people work? List some reasons.

GRADE 3  
September  
06

RELATED SUBJECT AREA:

Social Science (This activity could be correlated with the unit on Indians.)

OBJECTIVES:

To show how combined efforts work to complete a project.

To develop an understanding and acceptance of the Indians' ways of life years ago.

LEARNING ACTIVITY:

Have the class construct a tepee.

Divide the class into 4 groups. One group would work out a plan for erecting a frame and covering it with brown wrapping paper. Another group could research Indian symbols. One group would complete the painting of symbols on the tepee. The 4th group could be responsible for bringing relics they might find for inside the tepee -- furs, etc. They could also find stories that were told around the fire or in tepees.

As an extension, perhaps, one class could construct a wigwam since that was the type of home used by the Chippewa Indians.

On the attached sheets, the teacher will find the measurements for the lumber and a list of Indian symbols.

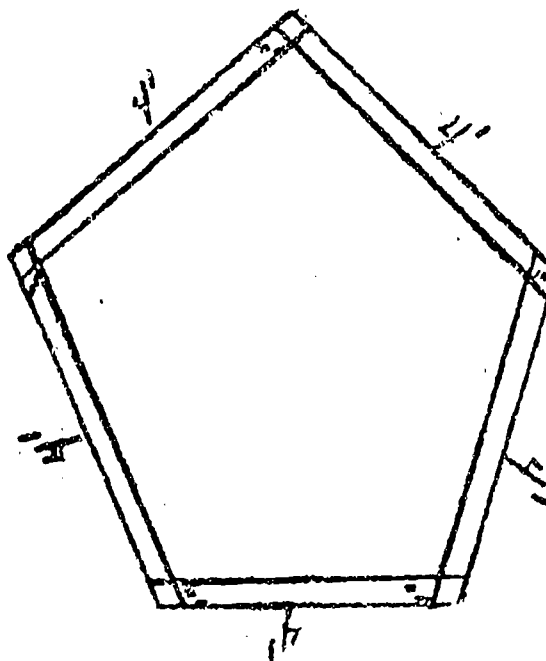
SUGGESTED RESOURCE MATERIAL:

Tepee Stories - Wigwam Stories

Symbols can be found in the Boy Scout Manual.

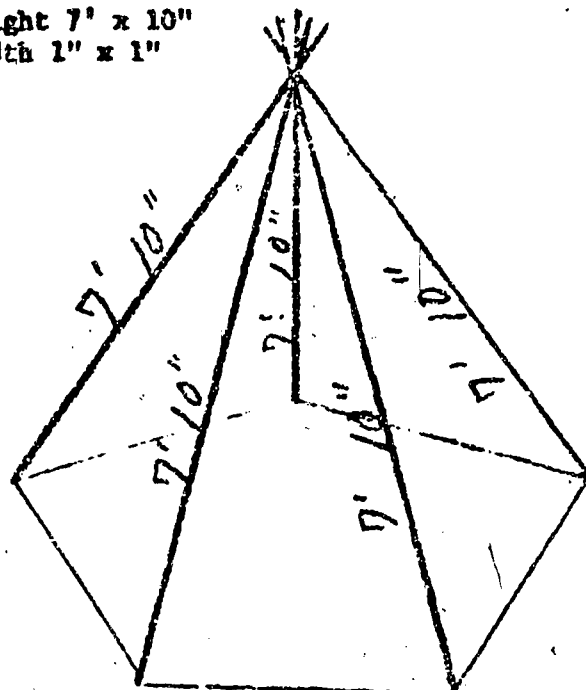
(Hammer, nails - custodian to assist) (Lumber provided by the custodian)

# DIMENSIONS FOR THE TEPPE



Base- 5 Pieces of lumber  
Width 1" x 1"  
Length 4'

Frame- 5 pieces of lumber  
Height 7' x 10"  
Width 1" x 1"

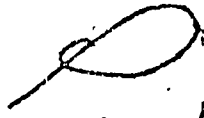


The base is nailed and the vertical pieces are attached by nailing and wiring.

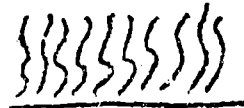
# Indian Symbols



arrow indicates  
returning or leaving



caught



summer



chief



hunt



friends



feast



meet



rain



attack



no  
deer



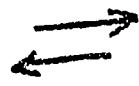
deer



beaver



stormy



war



hill



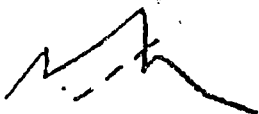
horse hoof  
marks



kill



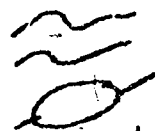
dance



cross mountain



forest



lake

GRADE 3  
October  
01

RELATED SUBJECT AREA:

Math (This activity may be correlated with "A Monday to Remember" in Better Than Gold.)

OBJECTIVES:

To see the value of budgeting.

LEARNING ACTIVITY:

To begin the activity ask

1. How many of you receive an allowance?
2. What is the amount of your allowance?
3. What do you do to earn an allowance?
4. How do you spend your allowance?
5. Do you feel your allowance is fair? Why?

Give each student a chart similar to the one on the attached sheet. Each student should keep track of how he spends his allowance for a week. If a child does not get an allowance, allot him a sum to pretend. Explain the term "balance" which appears on the chart and make sure each student understands what he is to record.

Each morning the teacher could give the students five minutes to write in any spending he has done and the resulting balance. He could also record any extra money he receives during the week. On the following Monday the teacher could throw out an unexpected expenditure such as a gift for a family member or a friend. Each student could determine whether he has enough money to buy that gift.

This could initiate a discussion about the way in which students spent their money and the number of students who were able to buy that unexpected gift.

SUGGESTED RESOURCE MATERIAL:

332 What is Money? (M W W1)

W

Day	Allowance Plus Previous Savings	Spending	Balance
Mon.	\$ 3.00	-	\$ 3.00
Tues.		Anderson's Grocery 25¢	\$ 2.75
Wed.	Grandma gave me 50¢	-	\$ 3.25
Thurs.		Spent 75¢ on a model	\$ 2.50
Fri.		Bought Potato chips for 25¢	\$ 2.00
Sat.	Received 25¢ for doing an errand for the neighbor	-	\$ 2.25
Sun.		50¢ for church collection	\$ 1.75



ALLOWANCE  
PLUS  
PREVIOUS  
SAVINGS

DAY

SPENDING

BALANCE

MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

GRADE 3  
October  
02

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with the Composition Unit 5 - Play in New Directions in English.)

OBJECTIVES:

To show that work can be fun for people if they are qualified and enjoy what they are doing.

To develop a positive attitude toward work.

LEARNING ACTIVITY:

Write on the board Their Work is Play. Divide the class into groups of 5 and have the list the activities which they think are fun or play. Give them 5 or 10 minutes' to do this.

Have them come back and as a class relate these lists of fun activities as being potential jobs. Discuss the slogan "What is one person's leisure is another person's work," or vice versa, depending on your likes and dislikes.

Have a resource person come in, such as a recreation director or phy. ed. coordinator and display his equipment or supplies. He could tell how he is qualified to fill his position and how his work seems like play because he enjoys it. He might tell how his job is not always like play.

OCCUPATIONAL CLUSTER:

Hospitality and Recreation Cluster

SUGGESTED RESOURCE MATERIAL:

Resource person

GRADE 3  
October  
03

RELATED SUBJECT AREA:

Language Arts

(This activity could be correlated with the unit on the telephone.)

OBJECTIVES:

To become familiar with the want ad section of the newspaper.

To realize the importance of want ads in the working world.

To realize the specific qualifications that are needed when looking for jobs.

LEARNING ACTIVITY:

As a creative writing exercise, have students bring "want ads" from the newspaper so they can observe the form. Then discuss the different types of want ads. After this has been done, have each student write a "want ad" for a job. This should be a job which a third grader could perform.

These could be fun creative ideas such as, "Wanted: a 9-year-old boy to play with a pet monkey for two hours in the afternoon." Have the students exchange ads or post them and have students choose one which they feel they are qualified to fill.

The teacher may want to use the teletrainer to apply for the position. This activity has been written up as a separate lesson. The person who wrote the ad would be the receiver and the student who is applying would be the caller.

OCCUPATIONAL CLUSTER:

Communication and Media

SUGGESTED RESOURCE MATERIAL:

Newspapers - Want Ads

GRADE 3  
October  
04

RELATED SUBJECT AREA:

Language Arts (This activity could be correlated with the unit on the telephone.)

OBJECTIVES:

To develop communication skills.

To show how the telephone is a valuable form of communication.

LEARNING ACTIVITY:

Have the students collect clippings from the "want ads" in the newspaper or use the want ads the students have written. In pairs, the students could act out the roles of the person who places the call and the person who receives the call.

It might be advisable to discuss the points they would need to include in the conversation depending on the type of want ad--animal, car, job, apartment, or house.

OCCUPATIONAL CLUSTER:

Communication and Media

SUGGESTED RESOURCE MATERIAL:

Telephone Manual

Teletrainer

(Want ads - newspapers)

RELATED SUBJECT AREA:

Science (This activity may be correlated with Chapter 2 of Science for Tomorrow's World.)

OBJECTIVES:

To familiarize the students with the occupation of an astronaut and his role in the working world.

To inform the students of qualifications needed to be an astronaut.

LEARNING ACTIVITY:

Review with the class the meaning of the term "astronaut." Have students think of ways in which an astronaut contributes to the study of space. List them.

Ask the students what they think an astronaut would need to know. After their ideas have been written down, use the book entitled Astronauts in Training to relate to them the extensive training which the astronaut must endure. Some qualifications might be going physically fit, being able to fly, training in zero-gravity and becoming acquainted with other cultures.

Then students could be given an outlined picture of an astronaut with the name written vertically. After each letter they would write one or two words which would relate to an astronaut (either in training or on the job.)

The outline of the astronaut is attached. Here is an example of words which may be used.

- A - Armstrong
- S - Space
- T - Training
- R - Rocket
- O - Orbit
- N - Navigate
- A - Alert
- U - Using Computers
- T - Take-off

OCCUPATIONAL CLUSTER:

Transportation Cluster

SUGGESTED RESOURCE MATERIAL:

629.4 Astronauts in Training (W1-L-M-R-W)

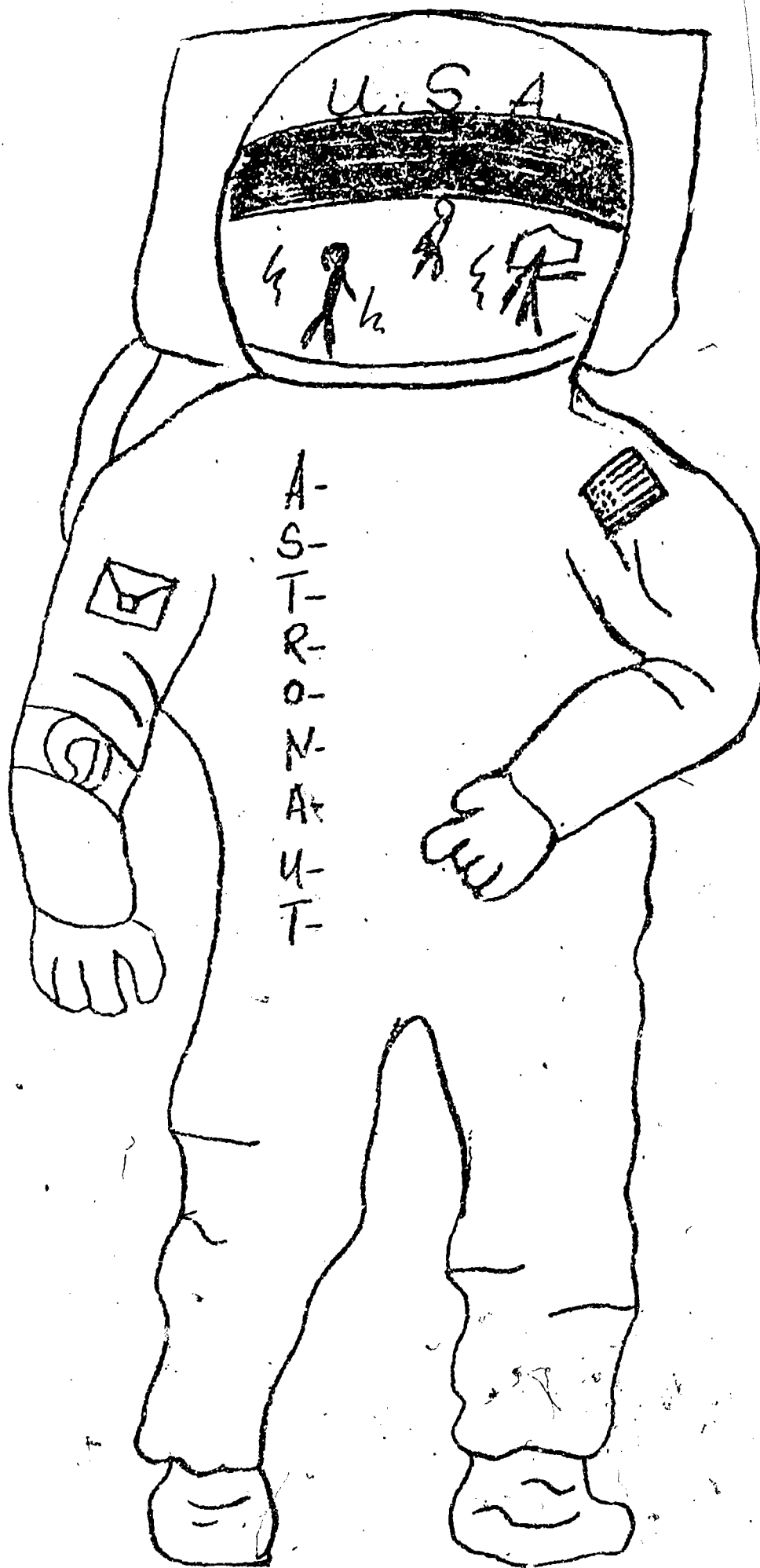
C

629.4 A Book of Astronauts For You (W1-L-M-R-W)

K

629.4 Into Space with the Astronauts (L-M-R-W-W1)

S



RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with the section on collections, pp. 252, 253 in New Directions in English.)

OBJECTIVES:

To become aware of unusual terms for hobbies -- expanding vocabulary.  
To show how hobbies could develop into occupations.

LEARNING ACTIVITY:

As a creative writing exercise, ask "What would you do if you were walking down the street and you bumped into a spelunker?" "What would you say?" "What things could you do together?" Tell the class that a spelunker is a real thing. Have them write a short story about their experiences with a spelunker. Maybe they would like to draw a picture. They should tell what they think a spelunker is. They could share their stories with the class.

Tell them what a spelunker really is. It's a person who explores caves. Discuss:

1. Would this be a hobby or an occupation?
2. How would a person become interested in this?
3. Where would he have to live to practice this?
4. What would he have to know if he was doing this as an occupation?

This activity could be used to introduce the topic of collections in the composition unit - Play (pp. 252, 253.) Observe how a hobby could lead to interests in certain occupations.) For example: a rock collector may be interested in being a geologist.

GRADE 3  
November  
01

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To broaden the students' knowledge of tools and workers.

LEARNING ACTIVITY:

Play the game "Human Tic-Tac-Toe." The outline for the game could be made with masking tape or could be drawn on brown wrapping paper.

Big squares could be cut out of construction paper. On each square there would be a description of a tool or equipment which would relate to a particular worker. The other side would be left blank. The squares would be placed face down on the outline form of the game.

If the teacher wishes, the students could write the descriptions (using tools or equipment as clues) for various workers.

The class could take turns being on teams which would play the game.

There would be four or five students who are O's and four or five who are X's. One of the X's would choose a square where he would like to be placed. He would turn over the square and read the description. The student would have to identify the worker. The teacher or the rest of the class could indicate whether he is right or wrong.

If he answers correctly he can remain on that square. If he cannot identify the worker he goes to the end of the line and one of the O's gets a turn. The game would proceed until one team has tic-tac-toe.

On the attached sheets you will find some suggested ideas for the descriptions.



(Butcher)  
He uses a slicer  
and a cleaver.  
(He wears a  
white apron.)

"This person  
would need  
turpentine  
(Painter)

He would  
use a  
spatula  
(Baker)

This person  
would use a  
pair of  
clippers.  
(Barber)

This person  
would use  
an easel  
(Artist)

He uses  
the bellows  
and a pair  
of tongs.  
(Blacksmith)

He uses  
a spade  
and  
fertilizer.  
(Nurseryman)

He would  
use a chisel  
and nails.  
(Carpenter)

He uses  
an awl,  
leather, &  
insoles.  
(Shoemaker)

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with pp. 74-80 of The Making of Anglo-America)

OBJECTIVES:

To show how important rewards are for working.  
To emphasize how good working conditions are essential for good relations in occupations.

LEARNING ACTIVITY:

Go through a day's schedule through the eyes of a slave. A sample of schedule is attached.

A discussion could follow the reading of the schedule. These would be some questions for discussions..

1. Why was the work so difficult?
2. What inventions or tools would help the field worker?
3. Why did the worker dislike his master?
4. In what ways could relations be improved between the boss and worker.
5. How could the worker improve his attitude toward his work?
6. Why did so many slaves try to run away?
7. How do working conditions affect the quality of work and quantity?
8. How would you change this schedule so that work would seem more rewarding?

Up at six in the morning--no breakfast.

We walked out to the fields.

I started to talk to a fellow worker but was lashed by the whip of the master.

I wanted to rest since the day was hot, but breaks were not allowed. A woman nearby fainted, so we ran to help her; but she was no sooner on her feet than we had to resume our work.

Work goes very slowly--we've been picking cotton with our hands. Since we couldn't talk, some of us started to sing; but the master ordered us to stop because he thought even that might be scheming to leave the fields.

We worked until dusk (8:00 at night) and trudged home wearily.

GRADE 3  
November  
03

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with the unit on Exploration and Colonization.)

OBJECTIVES:

To make students aware of the teamwork practiced by the early settlers.  
To show how cooperation is essential when working on a team project.

LEARNING ACTIVITY:

Ask the students for some reasons why the colonists had to work together.

1. Shortage of labor
2. Time to get to know new neighbors.

Review characteristics people have to have in order to work together.

Divide the class into five teams and have each team choose a type of colonial work that they would like to research as a team. Some of these types of work might be barn-raising, making maple syrup, planting, harvesting, hunting, quilting bees. Each team would find information about that job and they would figure out a plan for work and show the various tasks involved in that project. They might want to tell how certain members of their team would be working on one phase of work while a couple of others would work on a different task at hand. They would want to include the materials and tools needed to complete the job. After each team has completed their project, have them give their report orally.

A couple of questions for discussion after the reports have been given might be:

1. Which of these might seem more like fun than work?
2. Which ones would the colonial women do?
3. Which would the men do?
4. Would team work be fun?
5. What are some advantages of working as a team?

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with the unit on Exploration and Colonization.)

OBJECTIVES:

To show how occupations have changed from colonial days to the present.

LEARNING ACTIVITY:

Have the students write riddles about occupations of colonial workers or about vehicles which would relate to an occupation. After each person has written a couple of riddles, he could read them to the class and the class could guess what they are. Example: I heat iron to soften it. With a hammer, I shape it to fit a horse. Who am I? (a blacksmith)

Then the students could relate occupations of the past to the occupations of the present. For instance, since the horse was the means of transportation, they needed a blacksmith to take care of it. What is a major means of transportation today? (car) Where do you go to get it serviced? (gas station) Who works there? (gas station attendant)

Here is an example of a riddle and question which would lead to a discussion relating an occupation of the past to an occupation of the present: I am pulled by a team of horses. My passengers get shaken about and get awfully dusty. I don't go very fast. What am I? (stagecoach)

Questions for discussion:

1. What vehicle would do the same job today? (bus)
2. Who drove a stagecoach?
3. What would that person do today? (bus driver)

Suggested riddles: ship, wagon train, general store, school master, fireman. This might lead into writing riddles of occupations we have today that weren't present years ago, such as, the astronaut, TV repairman, secretary.

SUGGESTED RESOURCE MATERIAL:

973 Then and Now in American Life (W1)  
R

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with "The Wright Brothers" pp. 111-119 of Better Than Gold.)

OBJECTIVES:

To show how the plane has changed in structure since the time of the Wright Brothers and, in turn, how the airport (terminal) has developed; which provides for additional occupations.

LEARNING ACTIVITY:

Use the record and print on the Jet Airliner.

Show the print to the class and tell each student to write down all the things he sees happening in the picture. Give them about 5 minutes to complete this.

Listen to the record. Each student should check to see whether his list correlates with the points the record makes.

Ask if anyone in the class has traveled by an airliner. He or she could tell the class about the experience.

These are additional things to talk about.

These questions will relate to an occupation in the airline business.

1. How is it possible for many planes to use the same airport? (Air traffic controllers)
2. How do you think planes land in bad weather?
3. How do airlines make your trip enjoyable? (stewardesses)

OCCUPATIONAL CLUSTER:

Transportation Cluster

SUGGESTED RESOURCE MATERIAL:

Prints "How People Travel in the City"  
Record

629.132 About the Pilot of a Plane. R  
C

S I Want to be a Pilot L-M-R-W-Wi  
I

629.13 Let's Go to an Airport W  
S

RELATED SUBJECT AREA:

Reading (This activity may be correlated with the story "The Wright Brothers" in More Than Words.)

OBJECTIVES:

To show students that creativity and originality are qualifications needed for some occupations such as in art and music.

To realize the importance of trial and error -- learning from failure.

LEARNING ACTIVITY:

Construct model airplanes and kites out of construction paper. Have other supplies on hand such as pipe cleaners, scissors, tongue depressors, glue, and tissue paper. Preceding the activity, have students bring in kites or planes they have at home.

Allow the students to use their creative ability to make kites and planes. By trial and error, they might learn the principles involved in airplane construction. The teacher might direct a discussion about why certain homemade planes flew and why others did not. If the teacher permits, the students could use resource materials.

After the project is completed, have students think of occupations which really depend on creativity -- those which they could relate to would be musicians and artists.

SUGGESTED RESOURCE MATERIAL:

745.54 Fun Time/Paper Folding R  
M

745.54 ABC of Origami W  
S

745.54 Paper Folding to Begin With Wi-L-M-R-W  
T

745.54 Adventures in Paper Modeling L-M-R  
P

GRADE 3  
December  
01

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with pp. 23-25 of Chapter 2 in New Directions in English or with Chapter 8 of The Metropolitan Community.)

OBJECTIVES:

- To broaden their knowledge of occupations.
- To give them an idea of a cluster.
- To extend the concept of classification.

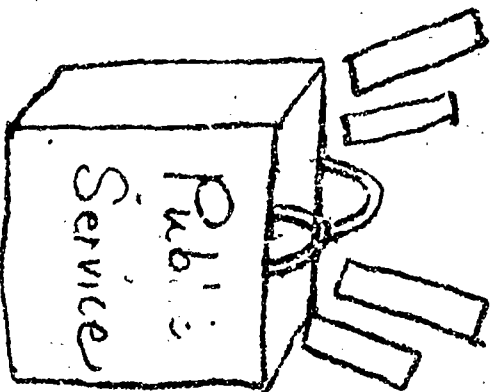
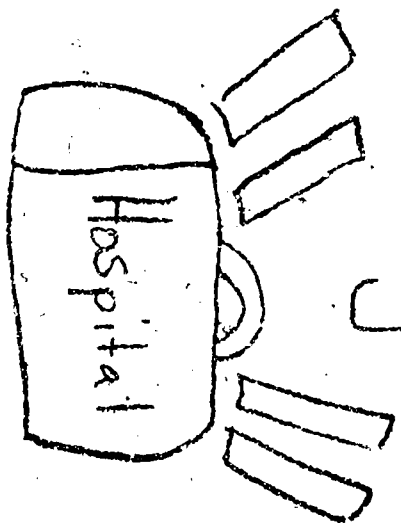
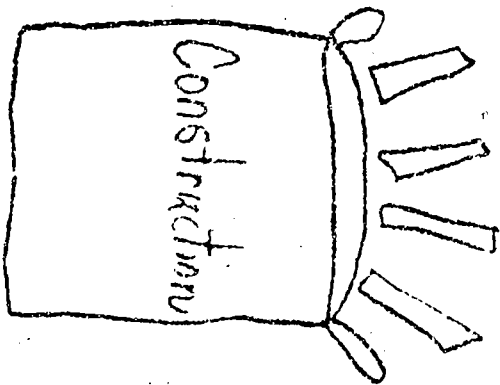
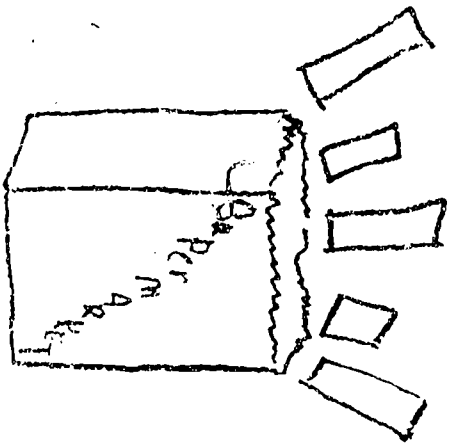
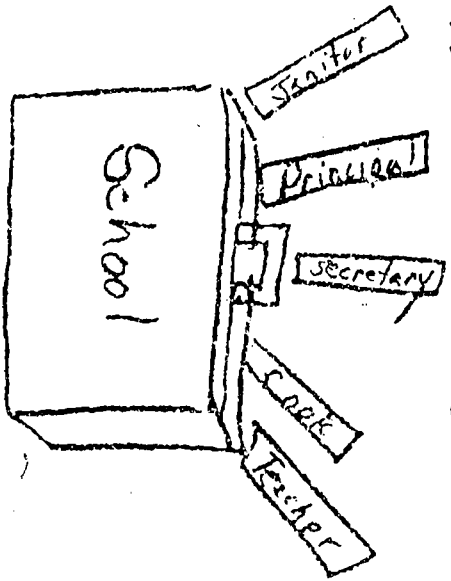
LEARNING ACTIVITY:

Make a bulletin board entitled "The Job is in the Bag." Use an example of a job cluster, to familiarize them with the term. The school cluster could be used. It would consist of the teacher, principal, cook, janitor, and secretary, etc.

After they have the idea, divide the class into groups (4 or 5 per group.) Have each group share a cluster and find occupations which would fit into a cluster. Make a bag shape out of construction paper that would fit that specific cluster and attach it, by gluing, to a paper bag to give it a three-dimensional effect. When the students are ready to show their occupations, they could pantomime one of the occupations in the cluster. After they have acted out the job, have the class guess each occupation for that cluster. The rest of the class will choose an appropriate cluster label for those occupations. The group would label their bag and arrange it on the bulletin board.



# The Job Is in the Bag



RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To become familiar with a variety of occupations and related characteristics.

LEARNING ACTIVITY:

This is a game to be played by four or five people. It deals with occupations and characteristics related to these occupations.

Each person will receive a card with the name of an occupation written on it. All the cards with characteristics written on them should be placed in the center. The students take turns drawing cards. If the card pertains to their occupation they keep it. Otherwise, on the next turn, he can discard it by placing it at the bottom of the pile. He would choose a new card from the top. The first person to get all the characteristics, which match the occupation is the winner.

The game can be varied by using a variety of occupations and developing new characteristics.

The attached sheet contains a sample of four occupations and their characteristics. It could be used by students to check their cards, also.

Steelworker

strong  
nimble  
brave  
tough

Short order  
Cook

clean  
fast  
efficient  
alert

Bank  
Teller

accurate  
pleasant  
neat  
honest

Architect

artistic  
patient  
mathematical  
creative

GRADE 3  
December  
03

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To create names that would go with a particular occupation.  
To create interest in different occupations.

LEARNING ACTIVITY:

Tell students that sometimes people's names seem to describe their occupations. Perhaps the occupation of a carpenter originated because the man who practiced that skill was named Mr. Carpenter.

Here are some examples of names that could correlate with an occupation.

Mr. Sea--Oceanographer  
Charlie Fern--Nurseryman  
Mr. Pill--Pharmacist  
Bill Check--Bank Teller  
Mr. Post--Mailman  
Otto Ford--Automobile Industry

Make a list of occupations which students could use as an aid to create names. Each student could make up one or two names that would go with the occupation. After they have completed this activity, they can share their ideas.

RELATED SUBJECT AREA:

Language Arts (This may be correlated with p. 303 in New Directions in English.)

OBJECTIVES:

To learn to cooperate and combine efforts which would result in a fun activity (party.)

To note the importance of organization.

LEARNING ACTIVITY:

Have the class plan the Christmas party. The class could do this altogether with the teacher as the leader or the class could be broken up into groups.

The following categories could be listed on the board. Five or six students would sign up for each category. This would make up the five groups. It would be a good idea to choose a responsible leader for each group.

1. Games and songs
  - (a) Make sure the whole class knows the game or else they'll have to provide instruction
  - (b) Be responsible for the equipment
2. Refreshments (The students would not be responsible for the preparation of the food, just for the choice of the food.)
  - (a) Choose the food and drink
  - (b) Compute the cost
  - (c) Inform room mothers as to the plans
2. Room
  - (a) Plan the arrangements of desks and decorations
  - (b) Make the decorations
4. Organize time
  - (a) When they will eat
  - (b) When they will play games
  - (c) When they will open gifts
5. Write thank-you notes

Give the students a period to plan. Then have them present the activities for the party so the class will be aware of what is happening on that day. Those that are preparing decorations might want the class to participate in making the decorations. Perhaps the class might have additional suggestions for these groups.

The day after the party, have an evaluation of the party. Here some questions to consider.

1. Were the games well chosen?
2. Did they have enough time?
3. Can you think of any ways the class could improve the party next time?
4. Think of things that went very well.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 170 Audio Working Together L-W-W1

GRADE 3  
December  
05

RELATED SUBJECT AREA:

Reading (This activity would be a nice follow-up for "Gone is Gone" in Better Than Gold.)

OBJECTIVES:

To develop a respect for women at work.  
To build an understanding of different working abilities.  
To show how a mother's work at home is as important as dad's work.

LEARNING ACTIVITY:

Allow the students a weekend to observe the tasks mom and dad do around the house. Maybe they could job down a few for each so they will remember on Monday.

When the students return on Monday, compile a list of tasks mom does and discuss why she does these things and what characteristics she has that enable her to do these things. Compile a list of tasks dad does around the house and the abilities he possesses which enable him to complete his tasks.

Have each student draw a picture of mom doing a task dad usually does and dad doing a task mom usually does. Under each picture write a sentence or two telling how each would succeed at his task and why he would be able or unable to do the task.

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with pp. 17-19 of Splendid Journey.)

OBJECTIVES:

To improve listening skills.  
To relate jobs to the sense of hearing.

LEARNING ACTIVITY:

Record sounds of people working around the school. Some of these sounds could be the secretary typing, the aid running off dittoes, the custodian sweeping or vacuuming, the phy-ed teacher using her whistle, and someone reading. Also record the class as they are working on a project.

Play, in a class period, the separate sounds of people working and have the students identify the job.

Then tell the students that they have been recorded, while they were working on a project. Play that tape. The students could identify sounds related to the use of their time. See if they can determine wasting time by the sounds being made. Talk about the quality of work that's done when time is wasted. Rushing to do your work when time runs out makes for careless mistakes. How could this be improved?

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To develop the importance of responsibility.  
To show how certain attitudes affect friendships.

LEARNING ACTIVITY:

Use the tapes entitled "Responsibility at Home" or "Making & Keeping Friends."

"Responsibility at Home" is about a young boy named Sam who has a certain task to complete in his home. One day Sam shirks his responsibility and when his friend comes to get him for a parade he has to decide whether he should finish his work or go to the parade.

Before listening to the tape, the class would discuss the term responsibility. The following questions could be used preceding the tape.

- (1) What do you do at your house to help with the work?
- (2) How old should you be before you accept responsibilities at home?
- (3) Why do we all share in responsibilities at home?
- (4) Why do older children have more responsibilities?

Following the tape, these questions could be discussed.

- (1) What do you suppose were some of Sam's jobs around the house?
- (2) Why do you think it was wrong for Sam to postpone his work?
- (3) Why do we feel better when we help at home?
- (4) How do you think the story ended?

The second tape "Making and Keeping Friends" is about a new girl who comes to school and makes many friends. She is not accepted by Linda and Susan, and the tape tells why. It would be a good idea to use the story starter "A friend is \_\_\_\_\_." This could initiate some discussion along with the following questions.

- (1) Why do some people have many friends--others only a few?
- (2) How can you help a new child feel at home in your room?
- (3) Have any of you been new students in a school?

After the tape has been played, these questions could be asked.

- (1) Why did Linda and Susan have trouble naming their friends?
- (2) How would you like to be a member of Linda and Susan's club?
- (3) Why do you think Linda and Susan spoke the way they did about the new girl?
- (4) Why did Mrs. Browning ask Mary Ann to pass out the children's papers?
- (5) What did Louise do to make Mary Ann feel welcome?



GRADE 3  
January  
03

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To recognize the way in which parents fulfill working roles in the world.  
To appreciate work as a necessary part of people's lives.

LEARNING ACTIVITY:

Have each student interview his parent or parents about their jobs using the attached list of questions as a guide.

After the students have interviewed their parents, each one will give a brief talk on his interview.

The students should take notes so they will remember the answers parents gave.

SUGGESTED RESOURCE MATERIAL:

371.42 Fathers at Work L-M-R

## OUTLINE FOR PARENT'S INTERVIEW

1. Where do you work?
2. What do you do in your work?
3. How does your work help other people?
4. Do you like your work?
5. What kind of person does it take to do this work?
6. What do you have to know to do this work?
7. What did you have to do to get this job?
8. Do you think this job will still be there in ten years?

JAN 03

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To observe the variety of people who traveled out west and to see how they were going to work and make their fortune.

LEARNING ACTIVITY:

Plan an interview in which several children, each representing a type of pioneer in the Far West, are quizzed on their "experiences" by the rest of the class. These would be some of the types of men--a mountain man, a soldier, a missionary, a guide, a wagon train master, gold miner, a traveler on the Oregon Trail, a Pony Express Rider, a R.R. worker.

Each student who is chosen for one of these roles should be prepared to answer why he went out west, how he traveled, what he did there, and what problems he had.

The rest of the students in the class will take turns interviewing these people. While the people who are playing the roles are planning their answers to these questions, the interviewer could be thinking of additional questions. Each interview would take a few minutes--no more than five minutes.

RELATED SUBJECT AREA:

Social Science (Westward Movement)

OBJECTIVES:

- To become familiar with the job of a roadbuilder.
- To see how the work of a roadbuilder has changed with new tools.
- To be aware of obstacles which must be overcome to complete a task.

LEARNING ACTIVITY:

The students should be familiar with the terrain in the west. Review this using a map of the United States.

On a dittoed sheet, show three different routes where roads would have to be made. Each student can choose one of those and write a diary of a typical week on the job, working as a roadbuilder. A sample of the worksheet and a diary are attached.

Give them a list of names for forts so they can choose them. Tell them to include the equipment and supplies they would be needing. Maybe they would like to tell about the food. Include obstacles and tell how they worked around them.

OCCUPATIONAL CLUSTER:

Construction

SUGGESTED RESOURCE MATERIAL:

Filmstrip 625.7 Roadbuilders at Work L-M-R-W-Wi

8 I Want to be a Roadbuilder L-M-R-W

I

Monday - We surveyed the land and cleared it of timber, using our axes. It's hard work and we don't have many tools.

Tuesday - The Indians came by today - weren't hostile - just curious as to what we're doing and where the road is going.

Wednesday - The Fort was going to send more supplies but a couple of men rode over there this afternoon, and it was raided. We've cleared more land. It's hard getting stumps out with horse and wagon. We'll burn them. It's so dry - hope fire doesn't spread.

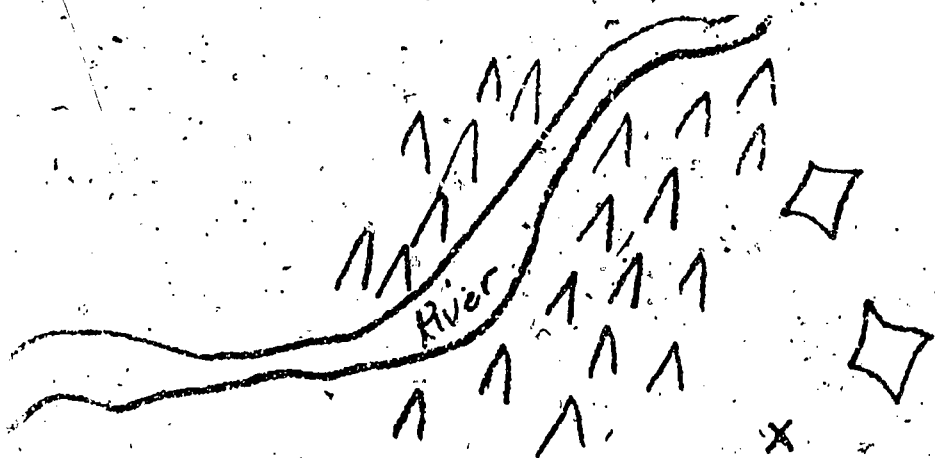
Thursday - Badly needed rain came today, but it halted our progress.

Friday - We reached the stream in clearing today. The fort sent out more men to help. We found a narrow crossing so we could start on the bridge. We notched the logs and used large bolts.

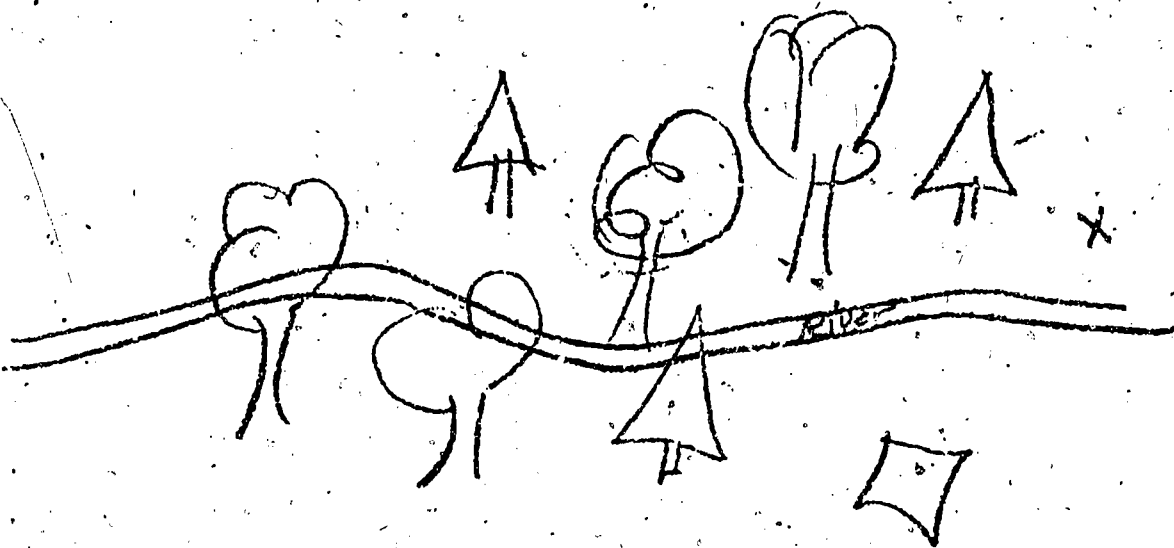
Saturday - We finished half the bridge. Some of the men fished. We celebrated the progress by drinking whiskey and playing cards.

Friday - Surveyed the next stretch of land. We're going to ride to Fort Lincoln today.

JAN 05



^ Mountains  
◇ Forts  
x Where To Begin



RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To understand the work involved in different jobs.  
To create new occupations.

LEARNING ACTIVITY:

Have the students contribute their ideas in making a list of as many occupations as they've heard mentioned. Discuss, briefly, the work involved in these occupations.

Tell the class that each of them is to choose two occupations and combine them into one. Write in one or two sentences what that person would do on his job.

Here are two examples:

Secretary-astronaut

Sacrenaut - a secretary who travels into outer space.

Principal-veterinarian

Princivet - a person who runs a school for animals.

The students could illustrate that particular person on his job.

RELATED SUBJECT AREA:

Science (This activity may be correlated with Dental Health Week.)

OBJECTIVES:

To broaden student's knowledge of the occupation dental hygienist.

LEARNING ACTIVITY:

Have a dental hygienist come in as a resource person.

These are some points she could include in her talk.

1. She could explain the term hygienist.
2. She could show the instruments she uses and demonstrate how she uses them.
3. She could tell when she performs her work.
4. She might include the amount of education required for this occupation and the characteristics looked for in an interview.
5. She could tell the students how she got her job.

A display of her instruments and dentist's instruments could be made.

OCCUPATIONAL CLUSTER:

Health Cluster

SUGGESTED RESOURCE MATERIAL:

617.6 Let's Go to a Dentist L-M-R-W-Wi  
B



RELATED SUBJECT AREA:

Social Science -

OBJECTIVES:

To become familiar with the mountain region of the United States.  
To relate occupations to environment.

LEARNING ACTIVITY:

Give each student an outline of a United States map. Together fill in the mountain regions using the symbol for mountains. Label the mountains. After they have made the mountains, they may want to make trees to show a heavily forested region, a stream to show a good fishing area, or a flat area which would suggest farming.

Ask the class whether people are likely to be living in these mountains and, if so, what jobs they would have. Students may suggest such occupations as sheep or cattle ranching, lumbering, silver, gold, and coal mining, trapping, and fishing (tourist industry.)

Each student could make his own symbols out of construction paper representing these occupations and place them in the mountains on their maps. Each person would have to make a map key so the reader could understand his symbols.

SUGGESTED RESOURCE MATERIAL:

551.4.W All About Mountains and Mountaineering L-M-R-W

GRADE 3  
February  
04

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To become aware of the number of occupations involved in industries producing items from wood.

LEARNING ACTIVITY:

Make a bulletin board displaying the variety of products which come from wood.

These items could be pictures cut out from magazines or samples which could be brought from home. They couldn't be too large. A string could be used to connect the product to the tree. A sample of the bulletin board will be attached.

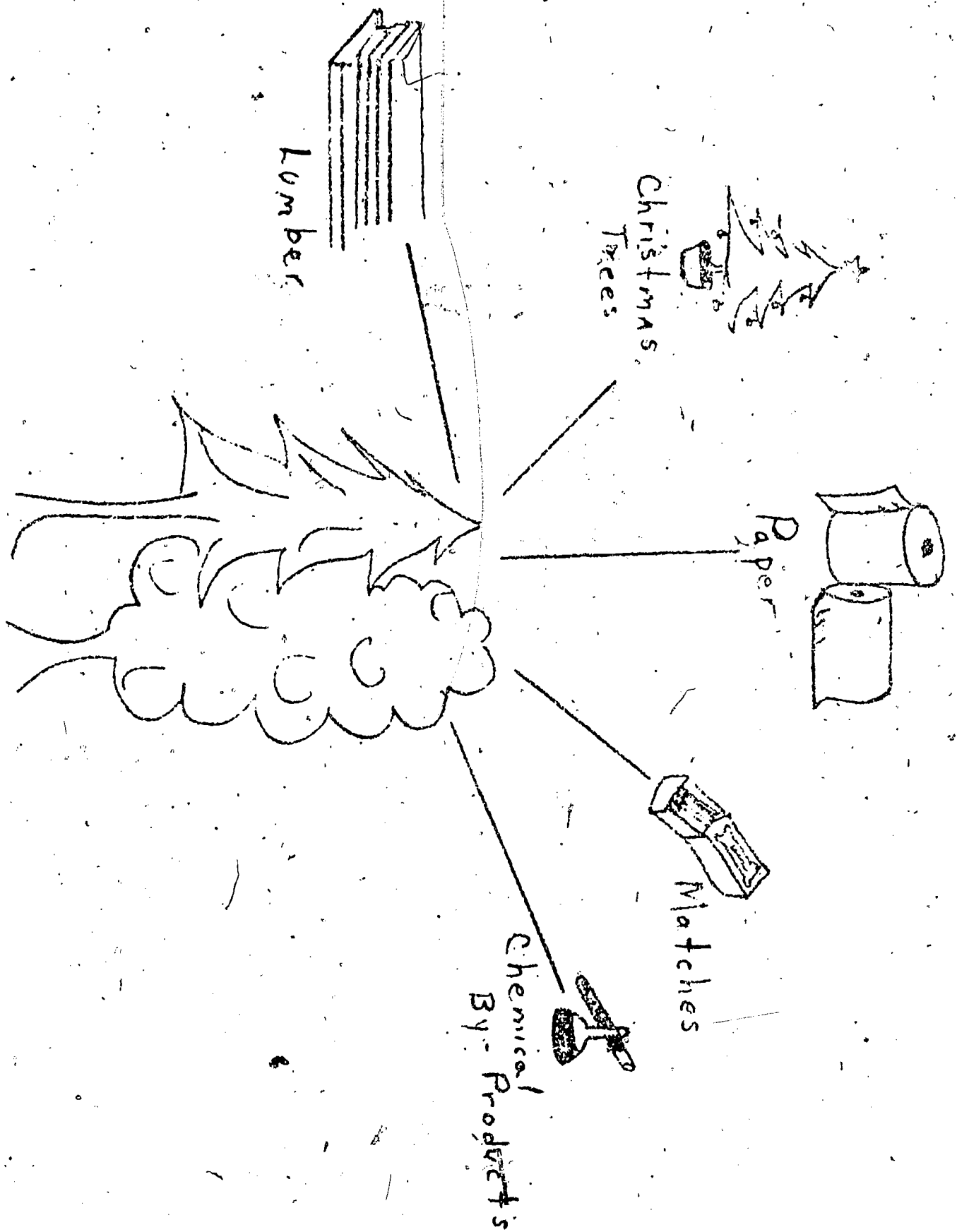
After the bulletin board is completed, have the students list the number of occupations which are connected to the products.

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

634.9 Gifts from the Forest Wi-L-M-R-V



RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To give the students an idea of the number of people employed in the early lumber industry of Minnesota. To show them the different jobs in the lumber industry.

LEARNING ACTIVITY:

Read the story "Wah-Hoish" from the Gopher Reader to the students. The story concerns a young boy and girl who come upon an old logging sled as they are trudging through the forest to meet their grandfather. When they do see him, he reminisces about the old logging camps.

This could be a take-off for a discussion of the jobs in the lumber camps. Ask the students to think of as many jobs as they can. These would be some occupations.

1. Chopping trees
2. Driving teams
3. Cooking
4. Making logging roads
5. Branding logs
6. Sorting logs
7. Helping the cooks
8. Caring for bunkhouses
9. Carrying lunches to men in the woods
10. Helping in the camp store

Emphasize the fact that women, boys, and girls, as well as men, worked in the lumber camps. There were no child labor laws. Work was not always safe or easy. Discuss the hazards of logging camps and sawmills. Relate this incident.

Shortly after the civil war, a 16-year-old boy from Maine was working in a Minneapolis sawmill. During the morning the machinery broke down, and while the mill was stopped he was sent to make repairs. Before he got out of the mass of belts and pulleys, someone started the machines. When he was found, he was lying unconscious on a beam just above the river. All his clothes had been torn off except his shoes. Fortunately, he recovered from his injuries and grew up to be a state senator.

As an extended activity, the students could find occupations which relate to the field of forestry today.

OCCUPATIONAL CLUSTER:

Agri-business and Natural Resources

SUGGESTED RESOURCE MATERIAL:

353.81 Tall Timber; The Work, Machines, and Men of the U.S. Forest Service

C (L-M-R-W-WI)

Filmstrip 634.9 Lumber Mill (L-W)

RELATED SUBJECT AREA:

Science (This activity may be correlated nicely with Unit 4 in Tomorrow's World.)

OBJECTIVES:

To acquaint the students with the occupation of veterinarian.

LEARNING ACTIVITY:

Use the filmstrip My Dad - The Veterinarian.

Perhaps the teacher could precede the filmstrip with a few questions such as:

1. How many students have animals?
2. Have your animals ever been sick?
3. Where did you take your animal?

This filmstrip is about the job of a veterinarian. It shows where he works, his instruments and his helpers. It describes, briefly, the qualifications needed to be a veterinarian.

These are some questions which motivate a short discussion after the film has been seen:

1. Why would a person want to become a veterinarian?
2. Why would he need science?
3. What interests might a person have?

OCCUPATIONAL CLUSTER:

Health Cluster

SUGGESTED RESOURCE MATERIAL:

S I Want to be a Zoo-Keeper L-M-R-W

I

Animal Doctors: What Do They Do Wi-L-M-R-W

G

.636 At the Pet Hospital L-M-R-W-Wi

H

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To show roles historical figures played in the world of work.

LEARNING ACTIVITY:

Present a list of names of men and women who were important in American History.

Let each child do some research on one of these people. Explain the importance of reading and putting their own thoughts on paper to avoid plagiarism. He could include information such as:

1. Why is this person important?
2. What type of work did he do before he became important?
3. What interests did he have?
4. Why was he so good at doing this particular thing?
5. How much education did he have?
6. Where would he be found in American history?

The student could also include these points in his reports:

1. Why did you choose this person?
2. In what way are you like this person?

Each student could share his report with the class.

Ericson

Columbus

Cabot

Champlain

Tom Jefferson

George Washington

Sam Adams

Paul Revere

Patrick Henry

Nathan Hale

John Paul Jones

Lafayette

Saul Matthews

Ben Franklin

General Howe

Dred Scott

Mike Fink

Daniel Boone

Jed Smith

Lewis & Clark

Sacagawea

Abe Lincoln

James Beckworth

General Braddock

General Montcalm

Ulysses S. Grant

William Sherman

Robert E. Lee

Harriet Tubman

Stone Wall Jackson

Clar on

Robert Smalls

Thomas Edison

Eli Whitney

James Watt

George Eastman

C. Goodyear

John Deere

M O I

GRADE 3

March

02

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with pp. 224-225 of New Directions in English.)

OBJECTIVES:

To become familiar with the restaurant as a cluster.

To learn the general attitudes and characteristics important to a restaurant job.

LEARNING ACTIVITY:

As the class is exploring the subject of food, it would be interesting to make a study of the restaurant consisting of the following jobs: cooks, waiter, waitress, bus boy, cashier, hostess, and manager.

It would be advisable to identify the jobs that are found in the restaurant. You might introduce this by asking, "When you eat out...who are some of the people working?" List these and the characteristics needed to fill each occupational position. It would be a good idea to emphasize some general characteristics such as getting along well with other people, being prompt, being clean and neat, and being patient.

Talk about the application form and what an employer looks for when he reads one; such as neatness, correct spelling, and honesty.

Tell the students that each of them will receive an application form and they can choose one of the jobs from the restaurant cluster and apply for that position.

The teacher would act as the employer and evaluate the application form. Pass them back and briefly discuss them.

OCCUPATIONAL CLUSTER:

Consumer and Homemaking Education

SUGGESTED RESOURCE MATERIAL:

S I Want to be a Restaurant Owner Wi-R-W

I



# Application Form

Name \_\_\_\_\_

Age \_\_\_\_\_

For which job are you applying?

\_\_\_\_\_

Why do you think you will be able to  
fill this position?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List the experience you have for this job.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

M02

GRADE 3  
March  
03

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To learn to plan and work as a group.  
To become familiar with characteristics of jobs.

LEARNING ACTIVITY:

Role-playing of the restaurant.

The teacher has two alternatives for this lesson. If she has used the lesson for writing out an application form, she can choose persons for the role of cooks, waiters, waitresses, bus boys, hostess, and manager.

Otherwise, the teacher may want to have these jobs written on a slip of paper and have students draw for a job. Each of these students will be responsible for his dress and props. He should realize the characteristics he will have to display. The other students will be divided into groups, depending on the category in which they would like to work.

- |             |   |
|-------------|---|
| Groups      | 1. Arrangement of the desks and the table setting.  |
| Responsible |   |
| For         | 2. Collecting or bringing paper plates and silverware.  |
|             | 3. Planning the menu - food and prices.   |
|             | 4. Making pictures of food from construction paper (or cutting them out of a magazine) -- label these for the cook's convenience. |

These four groups should plan and work on their area.

All these things should be set aside for the next day when they will be needed for the restaurant.

OCCUPATIONAL CLUSTER:

Consumer and Homemaking Education

GRADE 3  
March  
04

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To apply characteristics in a beneficial role-playing experience.

LEARNING ACTIVITY:

This activity would follow the previous activity which was the planning of this experience.

Prepare the setting. Use a  $\frac{1}{2}$  hr. to 45 min. period to actually role play the jobs as cooks, waiter, waitress, bus boy, cashier, and the customers.

As an extended activity, the teacher and class could evaluate this activity.

OCCUPATIONAL CLUSTER:

Consumer & Homemaking Education

RELATED SUBJECT AREA:

Reading (This activity may be correlated with "The Bottom of the Batting List" in More Than Words.)

OBJECTIVES:

To understand that, as individuals, we vary in abilities.  
To have each student become aware of his special abilities.  
To instill the idea that special abilities are important to others as well as ourselves.

LEARNING ACTIVITY:

After reading "The Bottom of the Batting List", view the first part of the filmstrip. Involve the students in a discussion using the following questions.

1. Why didn't Tim play baseball very often?
2. How do you think Tim felt about this? How would you feel?
3. There was something Tim liked to do. What was it?
4. Why didn't he think it was as important as baseball?
5. How could Tim share in the fun of the game even though he was not a good player?

View the remaining part of the filmstrip. Conclude the activity with the following discussion questions:

1. Why did the boys want Tim to keep score?
2. When Tim began thinking about what he could do, what happened?
3. What special thing do you do well? Do you share this with others?
4. What do you think was the most important thing Tim discovered?

SUGGESTED RESOURCE MATERIAL:

Filmstrip - Strike Three! You're In!  
Record

GRADE 3

April

01

RELATED SUBJECT AREA:

Art

OBJECTIVES:

To make students aware of the occupations women are capable of doing.  
To show the changing role of women in the world of work.

LEARNING ACTIVITY:

Have the students think of occupational fields that women are or will be entering that only men have done previously. List these on chart paper. Some suggested occupations would be - minister, jockey, D.J. (disc jockey), baseball umpire, astronaut, gas station attendant, auto mechanic, pilot, construction workers (holding signs,) taxi driver, bus driver, blacksmith, painter (house.)

Show how some job titles have distinguished those occupations as being for men, such as milkman, cameraman, policeman, firemen.

It may be interesting to briefly discuss why women are working more today and why they are entering these fields.

Give each child a piece of 12" x 18" drawing paper. Have each student draw a picture of a woman doing one of the listed jobs. Emphasize the dress so that the occupation will be easily identified. Have a group of students mount these on a large piece of tagboard so it will be a collage of Women at Work.

SUGGESTED RESOURCE MATERIAL:

371.42 R Women at Work

(R)

RELATED SUBJECT AREA:

Science (This activity may be correlated with pp. 212-215 of Science for Tomorrow's World.)

OBJECTIVES:

To show how working roles change.  
To recognize how time and inventions affect family life style.

LEARNING ACTIVITY:

In a writing activity, ask the students this particular question.

What might happen if suddenly there were no grocery stores or supermarkets and no way of traveling to a farm to buy food?

Have each of them write a few paragraphs concerning the question.

These are points to ponder:

1. Would your father be able to provide enough food for your family?
2. How would his work change?
3. How would your life change?
4. What responsibilities would you have to assume?
5. What are some things your mother would do that she doesn't do now?
6. What factors would you be concerned with that would affect work?
7. How would your family be spending the money earned?
8. What equipment would your family have to buy?

Have students share their ideas about the above questions after they have had an opportunity to write a few paragraphs.

RELATED SUBJECT AREA:

Math - Art (This activity may be correlated with pp. 73-79 of Metropolitan Community.)

OBJECTIVES:

To let the students see that certain occupations require a knowledge of measurement and geometry.

To allow students to become aware of his abilities.

To apply the knowledge of measurement and geometry to a specific activity as you would have to apply knowledge and skills to a certain job.

LEARNING ACTIVITY:

Have the students prepare a box of geometric shapes. These shapes should be made out of tagboard so they can be traced. The students would need a ruler so they can measure the size of the shapes. Some of the geometric forms could be rectangles, squares, triangles, circles, cylinders, and trapezoids.

Each student will be given a piece of 9" x 12" drawing paper. Have each person choose a part of the metropolitan community which he would like to illustrate with shapes. He could trace the shapes on construction paper and then cut them out or he could cut the shapes out of white paper and outline the buildings with black magic marker or with paint.

For example, if it were the downtown area, the tall buildings could be created from geometric forms. The students could make up the names for the department stores and office buildings.

SUGGESTED RESOURCE MATERIAL:

Filmstrips - 323	<u>Living in a Big City</u>	W
323	<u>The City</u>	L
323	<u>Housing in Big City</u>	L-M-R-W-Wi
323	<u>Big City, U.S.A.</u>	L-M-R-W-Wi

RELATED SUBJECT AREA:

Music

OBJECTIVES:

To show how many folk songs originated in work.

LEARNING ACTIVITY:

Play the song "Sheep Shearing" (from the Silver Burdett records) on the phonograph. Students can follow along on p. 14 of their music books. Sing the song together. Then discuss what the type of work the song describes. Ask where this song would be sung.

Tell the students to find other songs in their music books which tell about a kind of work. Here are suggested tunes:

1. Hurrah, the Post is Here! p. 6
2. One Man Shall Mow My Meadow p. 12
3. Night Herding Song p. 19
4. Goin' Down the River p. 76
5. Hold On p. 144

Students could sing the songs with the record. Then have them tell what type of work it describes.

Use the following questions to conclude this topic.

1. Why do you suppose people like to sing while they work?
2. Have you ever heard the song "Whistle While You Work"?
3. Do you think it helps to whistle while you are working?

As an extended activity, the students could make up a work song together. It could go with the tune "I've Been Working on the Railroad." Here is a sample of some words to fit the tune.

I've been pulling weeds and crabgrass,  
After school each day.  
I've been pulling weeds and crabgrass,  
When I'd rather play.



GRADE 3  
April  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

- To have each student become more aware of himself.
- To reflect upon his role in the future.

LEARNING ACTIVITY:

Letter writing or creative writing.

To set the mood for this writing, draw a table with a crystal ball on the board. Have this covered at the beginning of the period.

Ask the students "How many of you would like to go to a fortune teller?" Why or why not? How does a fortune teller tell fortunes? What does he or she use? This may lead to the crystal ball. If not, show them the drawings on the board. Make sure the students are familiar with the function of the crystal ball.

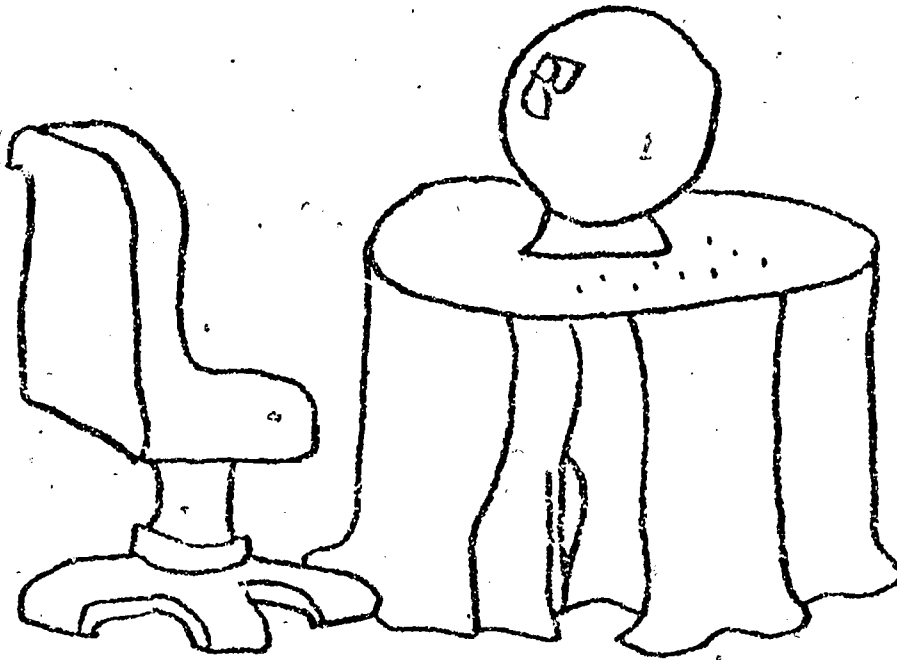
Tell each of them to pretend he is in the chair peering into the crystal ball. What will he see? Where will he be in the future? What job will he be doing? Where will he be living?

This activity could be used as a letter writing experience, in which case, they would write to the teacher using the correct letter-writing form. Each student would write his letter on a master which would be run off. Each student could compile a booklet made up of one letter from every student in the class. The attached sheet could be used as a cover, or this could be simply a creative writing exercise. The attached sheet would work nicely as a bulletin board where stories could be displayed.

SUGGESTED RESOURCE MATERIAL:

New Directions in English - pp. 198-200.

Your  
Future



GRADE 3  
April  
06

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To familiarize the students with different occupations.

LEARNING ACTIVITY:

Distribute the crossword puzzle. Go over the names of the occupations with the students. Tell them that the name may give a clue as to what that person does. The students could work in pairs. Give them a few minutes to fill in the crossword puzzle.

Go over the answers together. The students may want to share comments or further knowledge about these jobs. Maybe they know some people who work in these occupations. They may want to share experiences they've had relating to people who work in one of these areas. The teacher could ask the students which ones they think would be fun, which ones they would like to do.

# DOWN

1. A person who helps solve serious problems.
3. A person who makes old chairs look like new.
4. A person who writes down numbers (figures) for companies on their spending.
6. This person studies underwater plant and animal life.

# ACROSS

2. A person who cares for trees and plants.
5. This person prepares food at a restaurant.
7. A person who designs large buildings.
8. This person melts and shapes metal.  
(two words)
9. A person who plans the kind of furniture, paint, and drapes that should be used in homes and offices. (two words)

Nurseryman

Foundry (Worker)

Psychiatrist

(Interior) Designer

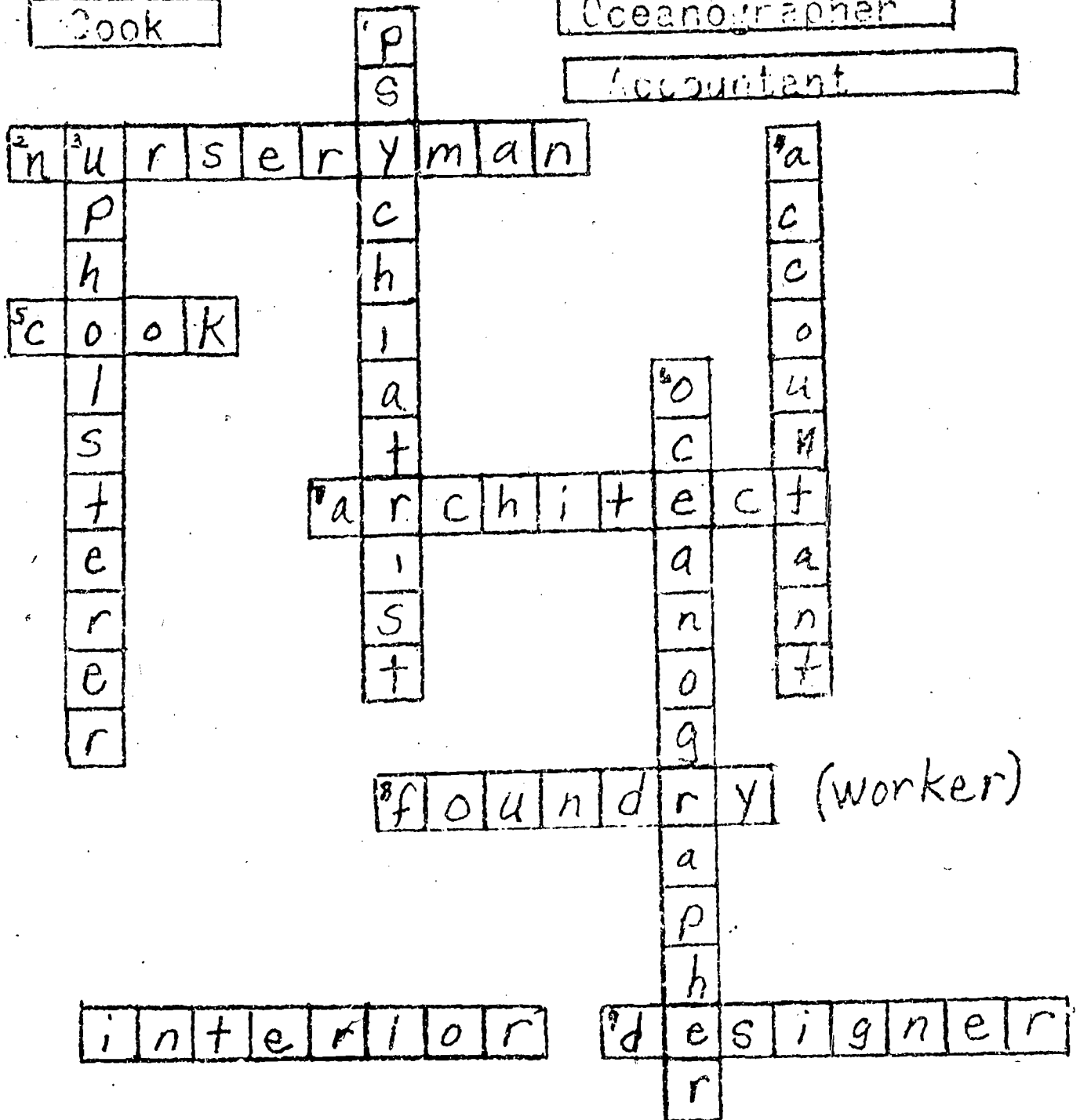
Architect

Upholsterer

Cook

Oceanographer

Accountant



Nurseryman

Foundry (Worker)

Psychiatrist

(Interior) Designer

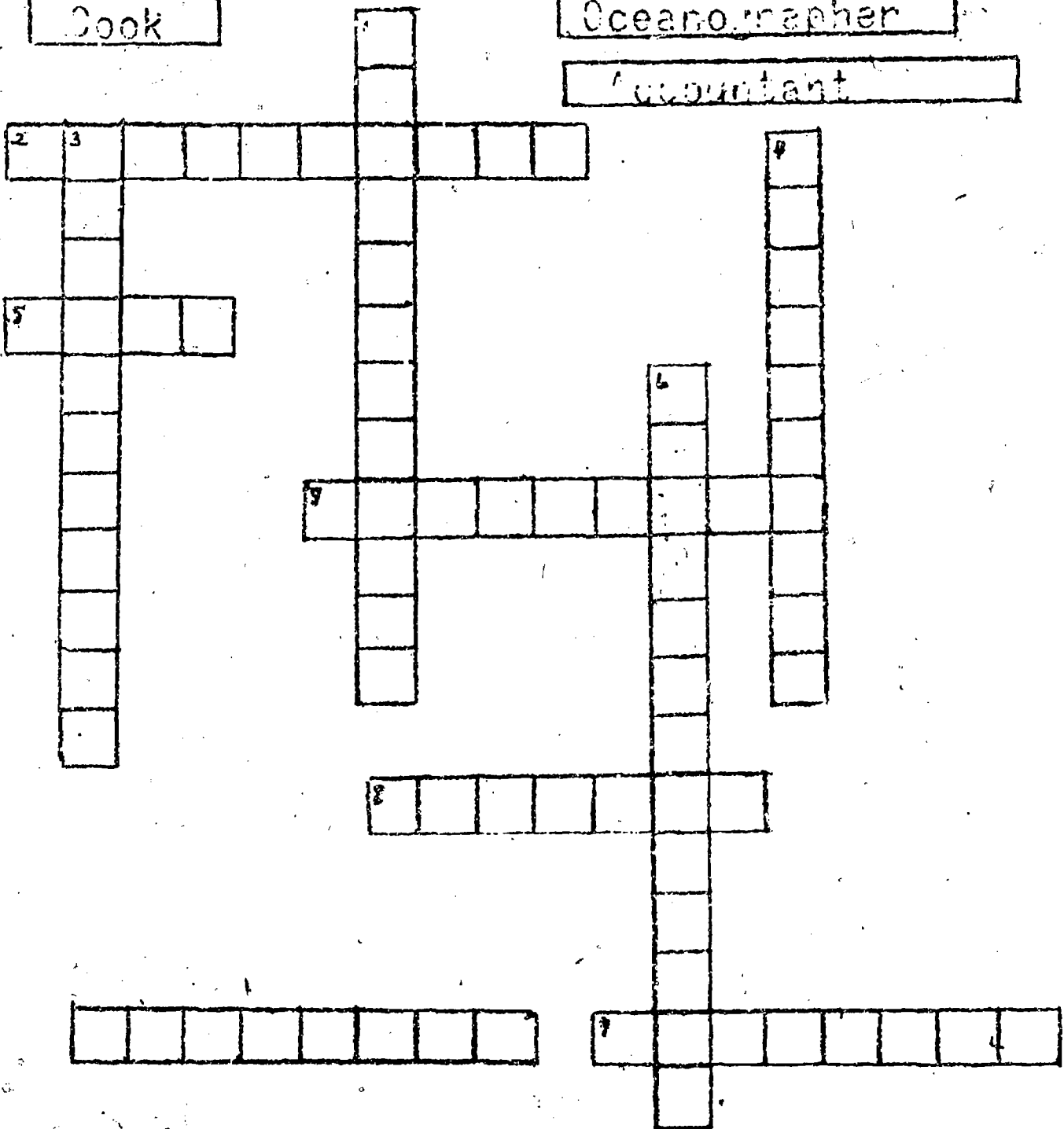
Architect

Upholsterer

Cook

Oceanographer

Accountant



GRADE 3  
May  
01

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To learn to follow directions.

LEARNING ACTIVITY:

Give the students a piece of 9 x 12 drawing paper and a sheet of directions.  
Have them draw a map of a park.

The sheet of directions has been attached.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 The City Park (M-R)

N

- W

E

**S**

- MAY 01



RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with pp. 27-29 in New Directions in English.)

OBJECTIVES:

To show how jobs are similar in some aspects.

LEARNING ACTIVITY:

Make up riddles comparing occupations.

The teacher could have questions for riddles written on slips of paper. These would be passed out randomly to students, who would read the question to the class. The other classmates would describe the ways they are alike and the class could compare answers. The riddles would be in this form:

Q. How is a teacher like a carpenter?

A. Both use boards.

Q. How is a secretary like a principal?

A. Both work in offices.

Q. How is a mailman like a paper boy?

A. Both deliver items to the house.

Q. How is a bus driver like a pilot?

A. Both control (steer) transportation.

Q. How is a doctor like a veterinarian?

A. Both have the ability to cure.

As an extended activity the students could write their own riddles making up a question and an answer.

GRADE 3  
May  
03

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To realize how the location of a business affects its success.  
To become familiar with the numerous businesses of a city.

LEARNING ACTIVITY:

Post a huge diagram of the parts of a metropolitan community, using large pieces of construction paper. Label these parts, the CBD, the Industrial Area, the Slums, and the Suburbs.

Make a list of various businesses and stores which would be found in the metropolitan community.

Each student would choose a business and draw a small replica of the building which represents the occupation. Some of these might be the banker, theatre owner, manufacturer, department-store owner, small store owner, and gas station owner. Each student can choose a name for his business.

Have each student show on the diagram where he thinks the best spot to set up his business would be and why.

This could be used as a bulletin board idea.

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with pp. 107-115 of The Metropolitan Community.)

OBJECTIVES:

To show the class the importance of the fire, police, and sanitation department. To understand why the whole community must work together to provide these services.

LEARNING ACTIVITY:

Introduction to the lesson: Ask these questions to initiate discussion.

1. Can each family afford to have its own fire engine?
2. If each family had the money to buy a fire engine, would it be very sensible for each to have one?
3. What could people of the neighborhood do instead?

These questions could also be discussed in relation to the sanitation and police departments.

Activity: Divide the class into three groups, with about 8-10 students in each group. Give each group one of the series of captions which would be used by them to make a movie. Each student in the group would choose a caption to illustrate on a piece of 9" x 12" drawing paper. He would use crayons to color it. Each group would mount their pictures in a sequence on a strip of wrapping paper. The paper would be rolled up. A member of each group would present the movie by unrolling the wrapping paper. Oral comments could be made as the pictures are shown.

Sequence of pictures for fire department.

1. a house burning down
2. the fire spreading to the neighbors' homes
3. the bucket brigade forming
4. three houses burned to the ground
5. the people meet to decide what to do about the fire risk
6. the people take up collections
7. they buy a fire engine and hire firemen
8. a house catches fire
9. the fire men come in the fire truck
10. the fire is put out before any damage is done

Sequence of pictures for police department.

1. a robber, disguised, walks into the bank
2. the robber points the gun at the teller and demands the money
3. the teller must turn it over or be shot
4. the robber runs out of the bank
5. the bank tellers run out after him, but they can't catch him--they aren't armed
6. townspeople gather and decide they need more protection
7. the people hire a few policemen to walk the beat
8. a robber enters the bank
9. the teller hands over the money
10. as the robber is leaving, a policeman who is walking the beat gives chase and captures him.

Sequence of pictures for the Sanitation Department.

1. people carry the garbage and place it in a trash can
2. two days later more garbage is brought out and the can becomes full
3. the wind blows some of the paper and cans off the top of the can
4. paper litters the street
5. The weather is hot. Garbage begins to smell.
6. rats start to roam around the garbage--carrying diseases
7. there is no place to bury garbage
8. people in the community decide to hire someone to carry away their garbage
9. the sanitation department buys a truck
10. the collector comes once a week and collects garbage, so the community can stay clean

OCCUPATIONAL CLUSTER:

Public Service

SUGGESTED RESOURCE MATERIAL:

352 Your Police (L-M-R)  
Z

614.84 Read About the Fireman (Wi-L-M-R-W)  
S

352 Read About the Policeman (Wi-L-M-R-W)  
S

Filmstrip 323 Policemen and Firemen (L-M-W-R-Wi)

MAY C4

GRADE 3  
May  
05

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with pp. 98-101 in The Metropolitan Community.)

OBJECTIVES:

To show students how community workers affect their daily lives.

LEARNING ACTIVITY:

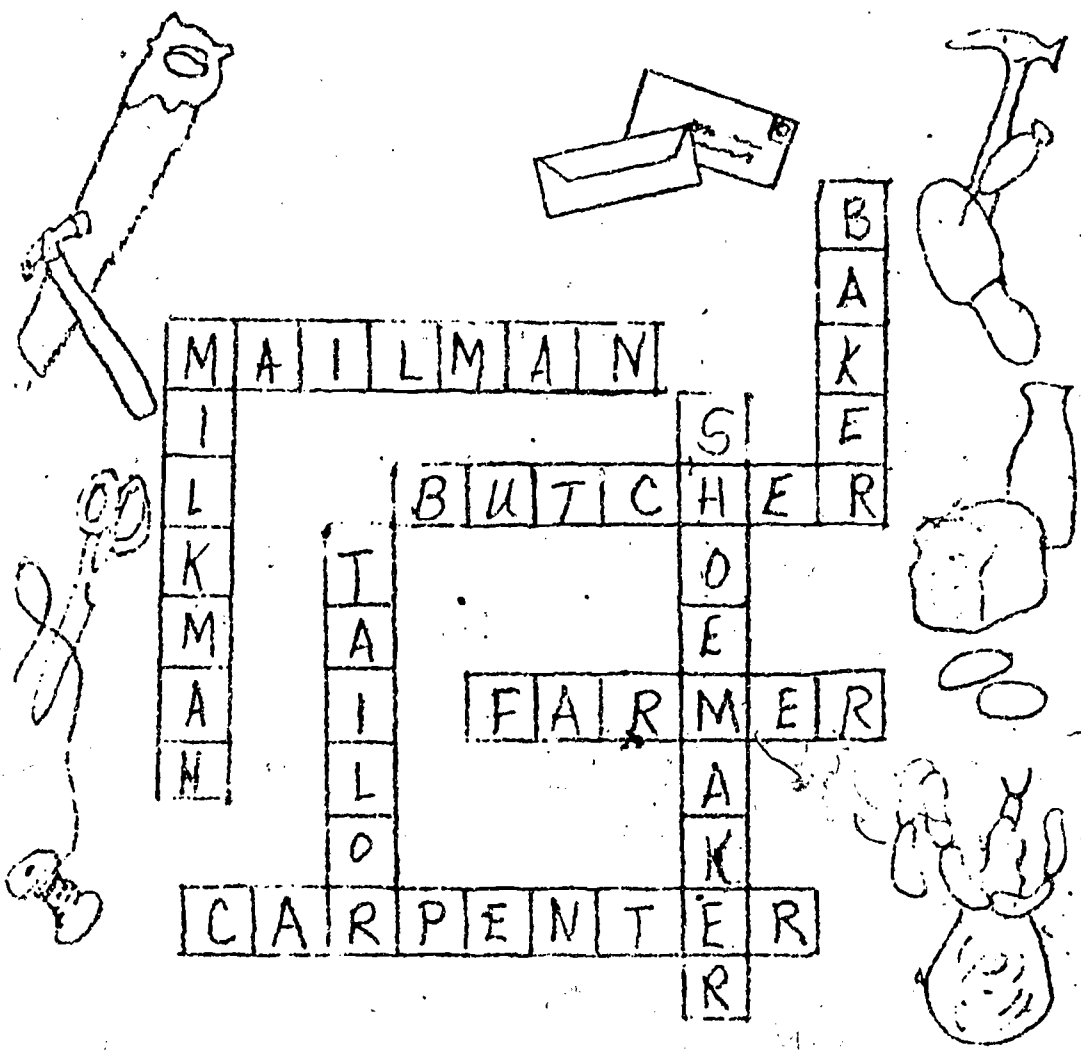
Pass out the crossword puzzle. Tell the students they are to look at the pictures and then fill in the puzzle with names of workers that are connected with the pictures.

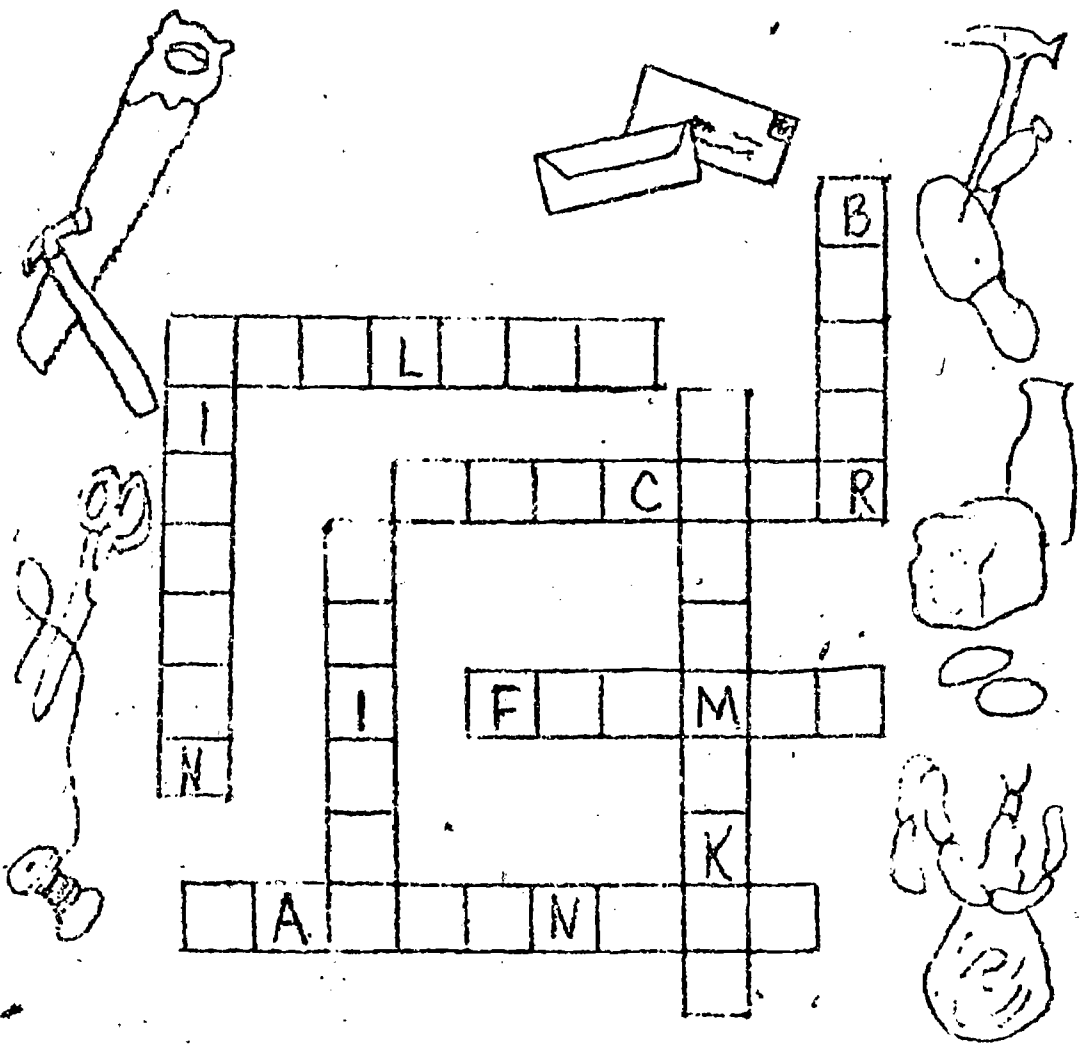
After they've had some time to complete the puzzle it would be beneficial to talk about the ways in which each of these people touch our lives each day.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 Working in our Community (M)

371.4 People Who Work in the Country and in the City. (L-M-R-W-Wi)  
J





**CAREER  
EDUCATION.**



**GRADE 4**



GRADE 4  
September  
01

RELATED SUBJECT:

Art

OBJECTIVES:

To help children become aware of the many different occupations that revolve around his main interests.

LEARNING ACTIVITY:

Mobile Diorama

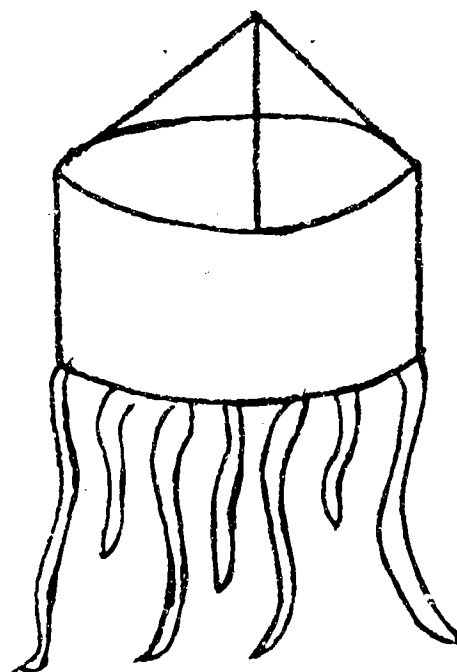
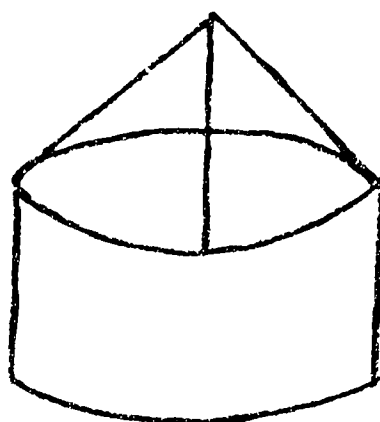
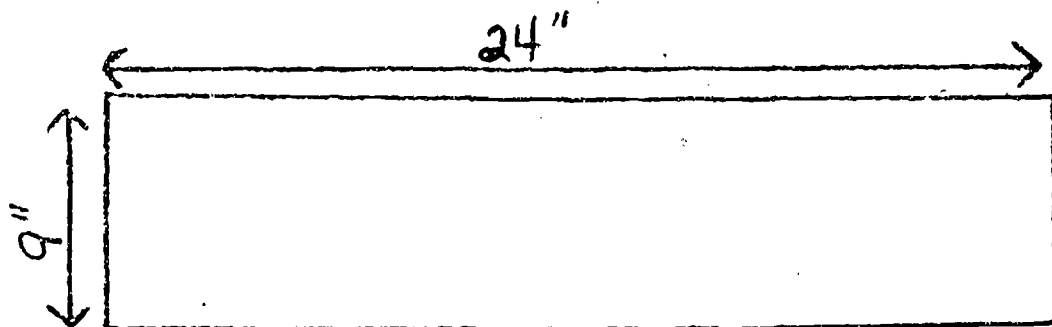
Have each child choose an occupational cluster that he is especially interested in. Have them page through magazines and find pictures of people engaged in an occupation that fits his chosen cluster. Cut out the pictures and glue them on a tagboard strip 9" x 24". When the pictures are completed, bend the tagboard into a large cylinder, and staple it at the top and bottom. Now take three pieces of string that have been cut in lengths and attach the string in three evenly divided spots at the top of the cylinder. Tie all three strings together at the top. Hang from the ceiling.

The mobiles could be decorated up with lengths of yarn or paper as streamers or edging. A diagram follows this page.

NOTE:

Clusters are listed in this manual.

# Occupational Mobile



GRADE 4  
September  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To familiarize students with a variety of occupations and some facts about those occupations.

LEARNING ACTIVITY:

Each week place 3 or 4 cards with the names of certain occupations on them in a corner of the classroom. You might want to place related books and filmstrips on a table in that corner or let the child find his own materials in the media center. Each week during a free period, or at their own leisure, let the children see how much information they can find out about these occupations. At the end of the week, let them report this information to the class.

After the information has been reported to the class, a group would be assigned to record a summary of all the information on a chart with the title of the occupation at the top. As the year goes on, compile this into a book form and title it "The World of Work." A sample chart follows this page.

SUGGESTED RESOURCE MATERIAL:

Check your resource guide and the materials we have on different careers. Try to choose some from each career cluster to provide variety.

SRA - Work Widening Occupational Roles Kit.

## WORKER OF THE WEEK

### \*Caterer

A caterer works for a firm that provides food and food service for groups at the location of that group's choice. Many caterers provide extras such as decorations, entertainment, complete serving equipment, tables and chairs, and table linens.

A high school education is a necessity. Some school courses that might help you are cooking, home economics, art, math, and English.

A caterer may work any hours of the day and any days of the week.

A caterer needs to have an interest in the preparation and serving of food. He needs a pleasant personality, and he needs to be eager to please his customers.

GRADE 4  
September  
06

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To help children become aware of their individual-differences.  
To show children that no two people are expected to be alike in talents or abilities.

LEARNING ACTIVITY:

Show the filmstrip "Learning to Be Your Best Self" (includes tape).

This filmstrip tells the story of a boy who shows his disappointment about not making the baseball team by taking it out on a friend who did make the team.

It goes on further to show that not everyone has the same talents and abilities, but that we should do the most with what we have.

Questions for discussion:

1. What would you like to do most as a career when you're old enough to choose?
2. Do we all want to be the same thing?
3. Should everyone want to do the same thing? Why?
4. What are some of your talents?
5. Were they the same as your best friend's talents?
6. How did the two boys in the filmstrip learn to get along with each other, when both had different talents and interests?
7. What kind of a world would it be if everyone wanted to do the same things? (This last question might be used as a creative writing or for dramatization.)

SUGGESTED RESOURCE MATERIAL:

Filmstrip and tape, "Learning to Be Your Best Self."

GRADE 4  
September  
04

RELATED SUBJECT AREA:

Reading. (This might correlate nicely with Unit 1 in Magic Word reading text.)

OBJECTIVES:

To show to children the importance of cooperation and communication in a work situation.

LEARNING ACTIVITY:

Cooperation

Divide your class into groups of 5. Give each person in each group a 4" x 6" index card and a small envelope. Have each child cut their card into 4 pieces of any shape or size. Within each group, mix all the pieces together and randomly put 4 pieces into each envelope. Exchange the 5 envelopes from one group with those of another. Each person in each group will now have an envelope with parts of a rectangle in it. Without communicating verbally, they should exchange pieces within their group until they have a completed 4" x 6" rectangle. All trading should be done in silence.

At the end of the exercise, each student should write a paragraph discussing the importance of cooperation and communication in the work situation.

SUGGESTED RESOURCE MATERIAL:

Filmstrip 170 "Working Together". (L, M, W)

GRADE 4  
September  
05

RELATED SUBJECT AREA:

Language Arts - Handwriting

OBJECTIVES:

To review and practice handwriting skills.  
To present qualities needed by people in specific occupations.

LEARNING ACTIVITY:

List the letters of the alphabet on the board as children write them on paper. Together as a class, think of qualities that people have that begin with each letter of the alphabet. Example: A a--able, active.

List the qualities for each letter and have children write them on paper. Then let children independently go back and think of one occupation that would fit the qualities listed for each letter. Example: A a -- able, active -- football player, phy. ed. teacher, fireman.

Discussion of why children chose the occupation they did for the qualities listed should follow.

GRADE 4  
September  
06

RELATED SUBJECT AREA:

Language Arts. (This can be correlated with Chapter 1 in New Directions in English.)

OBJECTIVES:

1. To increase knowledge of occupations and what are involved in them.
2. To show the importance of cooperation and the contribution of many ideas to form a solution.

LEARNING ACTIVITY:

Let the children play the game of "twenty questions." One person thinks of an occupation and begins by giving a general clue as to what that occupation is. The class members ask questions that can be answered by "Yes" or "No" until they find out what occupation that person is thinking of.

After one game, discuss the ways in which the children have found the answers. Have them note how much easier it is to guess the correct occupation when they all contribute ideas than it is when only one person asks questions and does all the guessing.

SUGGESTED RESOURCE MATERIAL:

SRA Work Widening Occupational Roles Kit



GRADE 4  
October  
01

RELATED SUBJECT AREA:

Language arts

OBJECTIVES:

To make children aware of themselves, their likes and dislikes, and their interests and abilities.

LEARNING ACTIVITY:

Fill out the fourth grade questionnaire on career awareness that follows this page.

You may want to go through the questionnaire as a class to be sure the questions are understood. Then let the children work independently on it. When all are finished, let them discuss their answers and the reasons for their answers with the class.

The questionnaires can be kept as a future reference for the teacher and used for guidance of each individual toward their interests and abilities.

## FOURTH GRADE QUESTIONNAIRE

1. How many days a week do you think you should go to school?

- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 days

2. How often do you do things in school that you really enjoy?

- ☐ all of the time
- ☐ most of the time
- ☐ some of the time
- ☐ very little of the time
- ☐ none of the time

3. I come to school because:

- ☐ I want to
- ☐ my parents want me to
- ☐ my teachers want me to
- ☐ the law makes me
- ☐ my teachers get angry if I don't

4. Where is math used the most?

- ☐ at home
- ☐ at school
- ☐ in my community
- ☐ with teachers
- ☐ with parents

5. Why do you study math?

6. Why do you study reading?

7. Why do you study science?

8. Why do you study social studies?

9. Why do you study spelling?

10. Why do you study English?

11. List three jobs which you might like to do. List several things which a person who does this job will do.

12. What kind of job would you like to work at when you grow up. List two other jobs you might also like.
13. What is your father's occupation? What does he do on his job?
14. If your mother works outside the home, describe what she does on her job.
15. If other people who live in your home have a job, tell what they do on their job.
16. List some important things a person must know before he chooses an occupation.
17. If you were interested in a job, what would you do to find information related to getting this job?
18. Put the number "1" by the subject you think is most important in school; put the number "2" by the subject you think is second most important; etc.

\_\_\_\_\_ art  
\_\_\_\_\_ math  
\_\_\_\_\_ science  
\_\_\_\_\_ writing  
\_\_\_\_\_ spelling

\_\_\_\_\_ music  
\_\_\_\_\_ reading  
\_\_\_\_\_ social science  
\_\_\_\_\_ English  
\_\_\_\_\_ physical education

19. Place the number "1" by the subject you like best, place the number "2" beside the subject you like second best; etc.

\_\_\_\_\_ art  
\_\_\_\_\_ math  
\_\_\_\_\_ science  
\_\_\_\_\_ spelling  
\_\_\_\_\_ writing

\_\_\_\_\_ music  
\_\_\_\_\_ reading  
\_\_\_\_\_ social studies  
\_\_\_\_\_ English  
\_\_\_\_\_ physical education

GRADE 4  
October  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To show children that learning to live with others is as important in a working situation as doing the job itself.

LEARNING ACTIVITY:

Show the filmstrip "Learning to Trust People" (includes tape.)

This filmstrip tells the story of a group of boys who go on a scout camping trip. The group is divided into groups of 4, and Ralph assumes leadership in his group. He becomes a very bossy character and feels no one does anything as well as he does. He trusts no one to do anything. He finally finds himself in a predicament where he must rely on the judgment of the boys in his group.

1. How can group leaders be helpful?
2. How can group leaders hinder group relations?
3. Would you have liked to have been in Ralph's group? Why or why not?
4. Why are the feelings of others important to consider in a group situation?
5. If it were your first day on a job and your employer said to you that he didn't think you could do the job well enough, how would you feel?
6. What should your employer try to do for you?
7. What should you try to do for him?

SUGGESTED RESOURCE MATERIAL:

Filmstrip and tape "Learning to Trust People."

Filmstrip 170 "Working Together." (L, W, Wi)

RELATED SUBJECT AREA:

Reading. This could be correlated with Unit 2. "All For Fun", in The Magic Word.

OBJECTIVES:

To help children understand that not everyone has the same talents.  
To help children realize that people in the entertainment field put in a lot of time and effort to perfect their acts.

LEARNING ACTIVITY:

Motivation: Talk about talents.

1. What are talents?
2. Do we all have the same talents?
3. What talents do you have?
4. Can you think of some famous people that have developed their talents in a particular field?
5. At our age level will we have developed our talents to their fullest?

Tell the children that we are going to organize a talent show. They will be able to work by themselves, in pairs, or in groups of three. They should develop some act that they would be willing to present to a visiting class.

Some suggestions might be:

- |   |  |
|---|--|
| a solo on an instrument                                   | a short skit                           |
| a vocal solo, duet, or trio                               | a pantomime                            |
| a dance act (comedy or otherwise)                         | a baton act                            |
| a clown act   | a rhythms act                          |
| a magic art   | a physical body exercise demonstration |
| a reading (humorous, serious, etc.)                       | an art presentation                    |
| a demonstration on baking, decorating or making something |  |

Stress that an important part of the entertainment field is practice.

After the people have decided on what act they are going to do you might want to put a person in charge of costumes, make-up, organizing the sequence of events, invitation, etc. You should arrange some time for practice and a dress rehearsal.

OCCUPATIONAL CLUSTER:

Fine Arts and Humanities Cluster

SUGGESTED RESOURCE MATERIAL:

792.8 Draper, Nancy. Ballet for Beginners. All schools.  
371.42 Campbell, Douglas. Theater (L, M, R, W, Wi)  
Filmstrip "Learning to Be Your Best Self."

RELATED SUBJECT AREA:

Social Science (This activity would correlate well with Part 1, Ch. 8, "Geography: The Study of the Earth" in Agriculture: Man and the Land.)

OBJECTIVES:

To give children an idea of a cartographer's skills, interests, and duties.

LEARNING ACTIVITY:

Motivation: Read to the children the pamphlet "Finding Out About Cartographers" which can be found in the SRA-Work Widening Occupational Roles Kit in each building. Discuss the cartographer.

1. What does he do?
2. What are some interests and skills he must have?
3. Why are maps important?
4. Why is accuracy important in map making?
5. What are some things a map must have for it to be readable?

Divide the class into groups of 4 or 5. Give each group a large outline map of an imaginary land. Give each group different natural and cultural regions to illustrate on their maps. Each group should make a key for their map showing what symbols represent the different characteristics.

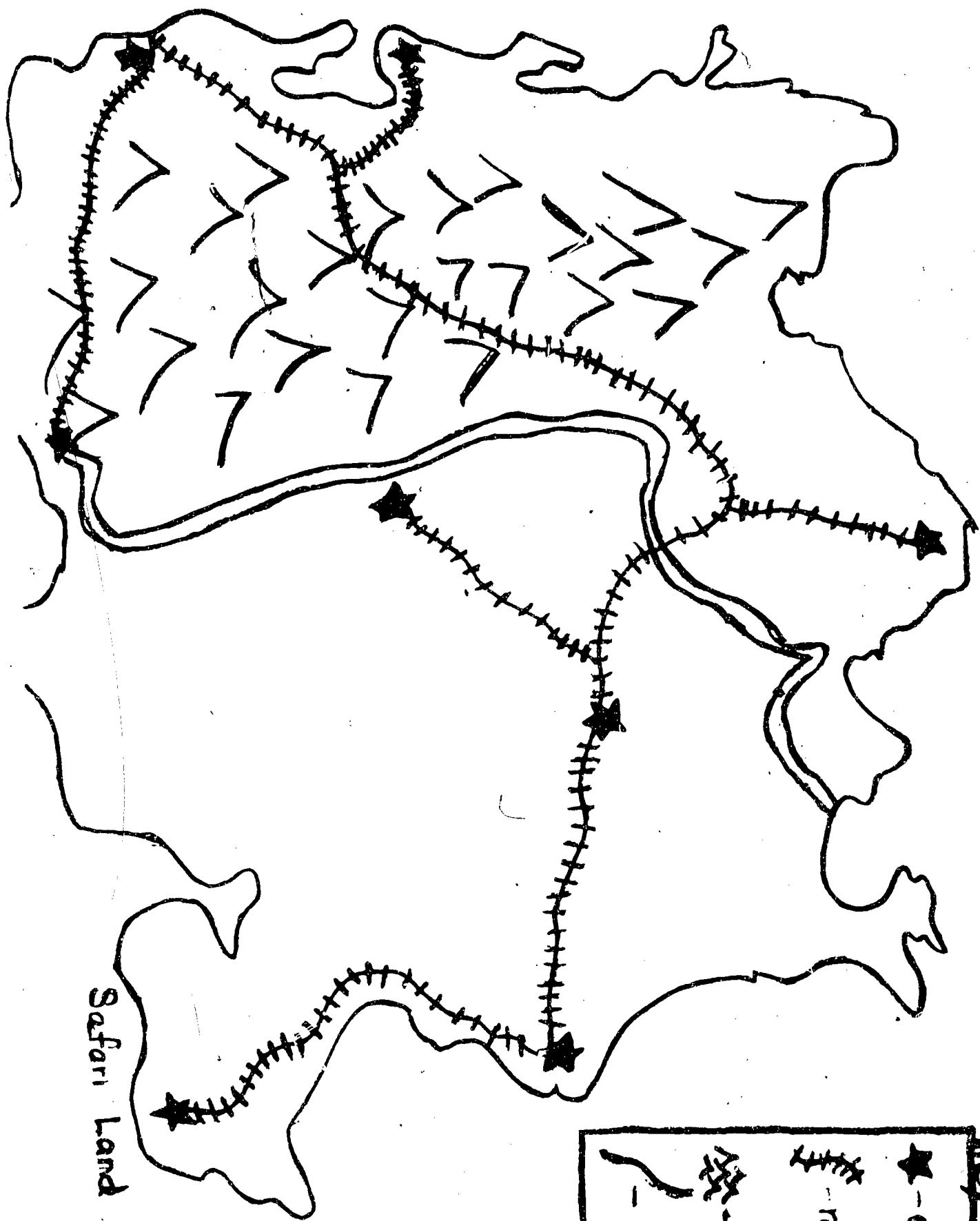
1. Group One could illustrate the mountains, rivers, railroads, and cities on their land.
2. Group 2 could illustrate the industrial, agricultural, and undeveloped regions.
3. Group 3 could illustrate the grassland, mountain, deserts, and forest regions on their map.
4. Group 4 could illustrate the precipitation region for a year including Under 20", 20" - 40"; Over 40", or whatever figures they choose.
5. Group 5 could illustrate language regions such as French speaking area, Spanish speaking area, English speaking area, Chinese speaking area, etc. A sample map follows this page.

Discuss some of the difficulties the children had in making their maps. Bring out reasons why a cartographer has to be accurate and precise.

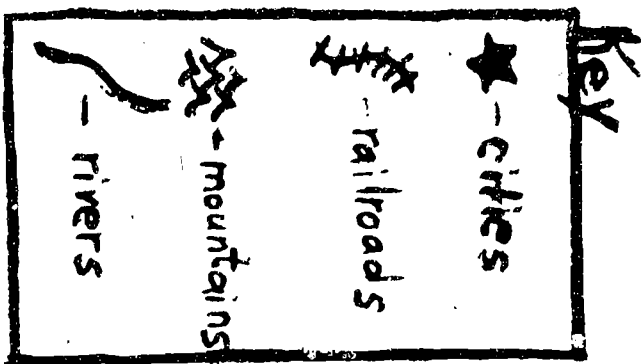
OCCUPATIONAL CLUSTER: Communication and Media

SUGGESTED RESOURCE MATERIAL:

SRA Work Widening Occupational Roles Kit



Safari Land



GRADE 4  
October  
05

RELATED SUBJECT AREA:

Reading. (This would correlate especially well with Unit 2, "All For Fun", in The Magic Word.)

OBJECTIVES:

To familiarize students with the many people and the different talents it takes to put together a circus.

LEARNING ACTIVITY:

Circus Mural

Review some of the different jobs discussed in the unit on the circus. Some of those might include clowns, acrobats, jugglers, animal trainers, magicians, people on the flying trapeze, tight rope walkers, etc. You may even want to divide into categories such as the Big Top, the animal top, the backyard, the animals, and the performers.

Divide the class into groups of three or four, and let them choose a facet of the circus that they would like to illustrate and color in with paint, pastels, Sketch-o, or whatever is preferred. The illustrating is done on tagboard. The tagboard could be cut into odd shaped sections such as in a puzzle and each section could be given to a group. Thus when the mural is completed the pieces can be fitted together to make a complete mural of the circus.

OCCUPATIONAL CLUSTER:

Hospitality and Recreation



GRADE 4  
October  
06

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To help children become aware of newsworthy people from their home area and all over the world who have different interests and occupations.

LEARNING ACTIVITY:

Discuss the meaning of the words local, state, national and international.

Can you think of any people that are well known locally, statewide, nationally and internationally? (Some suggestions might be the mayor, the governor, the President, an international athlete, actor or leader)

Give the children a few days to bring in pictures of people that have made the headlines in the newspapers, magazines, or on T.V. because of their occupations. Let them explain to the class why these people have made the headlines.

When you have a good collection, divide the children into 5 groups and have each group take a section (local, state, national and international) and compose a booklet entitled "Who's Who in the News". They could glue the pictures in a neat format on 12 x 18 inch paper, and label them with short captions as to what they did to make the news. The fifth group could compose and design a cover for the booklet.

Put the booklet on display in the classroom or library.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To familiarize students with a variety of occupations and what is involved in them.

LEARNING ACTIVITY:

Career Game

Cut a 12 inch circle from a sheet of cardboard or bristol board and mark the center point with a dot. From the center point draw lines to divide the circle into 12 pie shaped pieces. On each piece write in the definition of one occupation. Use 12 of the clip clothes pins and on each write the name of one of the occupations that have been defined on the circle. Clip the pins onto the circle so that the pins do not match the definition. During a free period or when other work is finished, let children try to match the occupation on the clothespin with the definition on the circle by clipping the pin onto the circle. A list of occupations and their definitions follows:

marina attendant - a person who works on a water front and does things such as rigging a mast, pumping gas, reading a nautical chart, or fixing boats, etc.

compositor - a person who sets up type and cuts for printing

welder - a person who unites or fuses pieces of metal by hammering, compressing or hammering after making the metal soft or pasty by heat.

stenographer - a person who specializes in taking dictation in shorthand

chemist - a person who works in a laboratory studying the make up or parts of a substance and putting them together to make new products

landscape architect - a person who arranges the features of a landscape, an urban area, etc., for purposes of beauty or convenience.

customs inspector - a federal officer of the law who investigates luggage or articles carried from one country to another

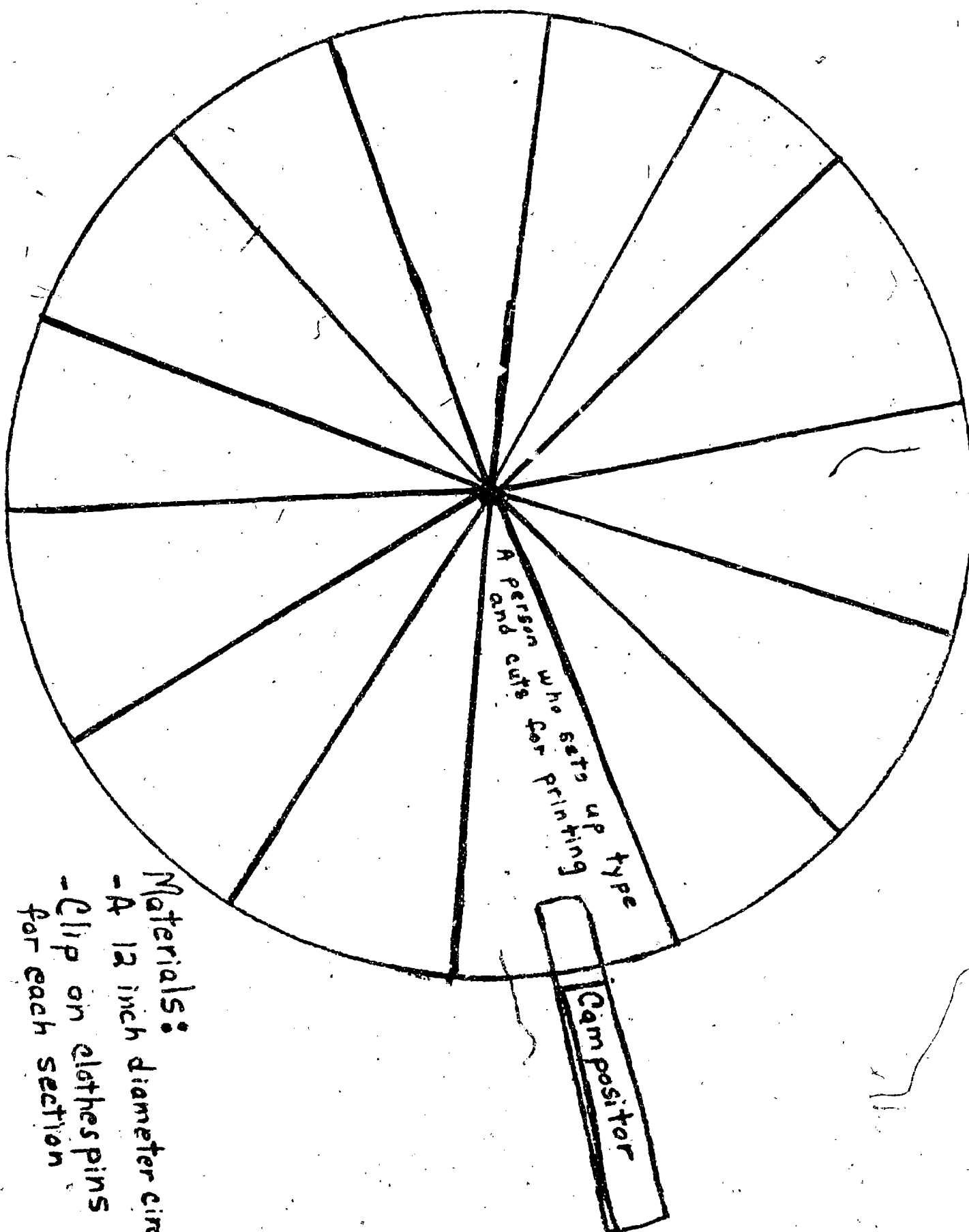
interior designer - a person who plans the arrangement of rooms and is responsible for choosing the selection of colors, fabrics, floor coverings, etc.

systems analyst - a person who comes into a company, studies company problems, and figures out methods to improve efficiency and cut costs in the company.

political scientist - a person who studies the how and why of government.

geophysicist - a person who studies the make up and physical features of the earth - it's size and shape; interior, surface, the water bodies, etc.

lather - people who install the backings on which plaster, stucco, or concrete materials are applied



- Materials:
- A 12 inch diameter circle
  - Clip on clothespins for each section

RELATED SUBJECT AREA:

Language arts

OBJECTIVES:

1. To help the children become aware of many unusual occupations and hobbies.
2. To learn that their ideas are important to a group in a problem-solving situation.

LEARNING ACTIVITY:

Divide the children into groups of 4 or 5 to a group. Give each group a slip of paper with an unusual occupation or hobby written on it. Some good words might be lapidary, bibliophile, philatelist, antiquary, mumismatist, milliner, cartographer, horticulturist, podiatrist, anesthetist.

Have the children as a group discuss their ideas of what this word might mean, and write their interpretation on a slip of paper. Read them all to the class. Then let each group find in the dictionary or read to them the correct definition.

The group coming the closest to the correct definition could receive 5 points. Then go to another word and repeat the activity. The group with the most points is the winner.

Definitions:

lapidary -	a workman who cuts, polishes, and engraves precious stones.
bibliophile -	a person who loves and collects books.
philatelist -	a person who collect and studies postage stamps, revenue stamps, stamped envelopes or postmarks.
antiquary -	a collector of ancient antiques.
milliner -	a person who sells hats.
horticulturist -	a person who cultivates and cares for plants.
anesthetist -	a trained doctor or nurse who administers a drug that eases pain and other sensations.
podiatrist -	a foot doctor.
cartographer -	a person who draws and produces maps.

SUGGESTED RESOURCE MATERIAL:

SRA Work Widening Occupational Roles Kit

RELATED SUBJECT AREA:

Mathematics

OBJECTIVES:

To help children budget their time effectively by managing their leisure, work, and home time in ways that enable them to achieve individual goals.

LEARNING ACTIVITY:

Give each child a fortune of 24 clips of paper roughly the size of a dollar. He should be advised to spend his fortune by writing some activity, such as school time, baseball, homework, sleeptime, etc., on each of the 24 slips. If a student objects to spending a whole hour for mealtime, he could be allowed to draw lines to divide his dollar into 2 or more parts and spend each part accordingly. He is to project how he hopes to allocate his time for the next 24 hours. For convenience, 7:30 a.m. might be chosen as a starting point.

Some things they might want to put into their schedule are time for sleeping, time for eating, time for studying, etc. The next day in the afternoon, discuss with the class whether they spent their time wisely or not.

Extension:

Have each child make a time schedule each day for 1 week. At the end of the week, help them evaluate through class discussion how they spent their leisure time. A sample schedule follows this page.

TIME	ACTIVITY
7:15-7:30	Get up, wash, and dress
7:30-8:00	Prepare breakfast
8:00-8:30	Eat breakfast and clear table
8:30-9:00	Walk to school
9:00-9:45	Math class
9:45-10:30	Study period
	finish social studies
	begin science
10:30-11:15	English class
11:15-12:00	Art--Mon. & Wed.; Gym Tues.
12:00-12:30	Lunch in Cafeteria
12:30-1:00	Reading
1:00-1:45	Social Studies
1:45-2:30	finish science and English
2:30-3:15	Science
3:15-3:00	Sports
5:00-5:30	Walk home
5:30-6:15	Rest and get ready for dinner
6:15-7:00	Eat dinner
7:00-8:00	Watch T.V.--talk with family
8:00-9:30	Study and read
9:30-10:00	Get ready for bed
10:00-7:15	Sleep

GRADE 4  
November  
04

RELATED SUBJECT AREA:

Language Arts,

OBJECTIVES:

To familiarize children with a variety of occupations.

LEARNING ACTIVITY:

Deciphering Codes

Give each child a dittoed copy of several occupations written in code form. Let the children try to figure out what the code is and thus figure out what occupations are listed. (a copy follows this page)

\*The code for the first 12 words listed can be figured out by using the letter that comes before the one written in the alphabet. For example, the first word would be: w f u f s j o b s j b o  
v e t e r i n a r i a n

The code for the second set of 12 words can be deciphered by substituting the letter from the alphabet that has that number.

For example: 1-16- 16-12-5  
a p p l e

When the children have had sufficient time to complete it, discuss the occupations together with the class.

Can you break the Codes?

Find out what occupations are listed.

1. w f u f s j o b s j b o

\_\_\_\_\_

2. t v s w f z p s

\_\_\_\_\_

3. v q i p m t u f s f s

\_\_\_\_\_

4. b q q s f o u j d f

\_\_\_\_\_

5. c m b d l t n j u i

\_\_\_\_\_

6. e f o u j t u

\_\_\_\_\_

7. u k y j e s j w f s

\_\_\_\_\_

8. U. W. b o. o p v o d f s

\_\_\_\_\_

9. f o h j o f f s

\_\_\_\_\_

10. n v t j d j b o

\_\_\_\_\_

11. c p p l c j o e f s

\_\_\_\_\_

12. f m f d u s j d j b o

\_\_\_\_\_

1. 1-3-20-18-5-19-19

\_\_\_\_\_

2. 3-1-18-20-15-15-14--9-19-20

\_\_\_\_\_

3. 14-5-23-19 3-1-13-5-18-1-13-1-14

\_\_\_\_\_

4. 13-1-7-1-26-9-14-5 5-4-9-20-15-18

\_\_\_\_\_

5. 12-9-2-18-1-18-9-1-14

\_\_\_\_\_

6. 1-18-3-8-9-20-9-3-20

\_\_\_\_\_

7. 19-1-12-5-19-13-1-14

\_\_\_\_\_

8. 9-14-19-21-18-1-14-3-5- 1-7-5-14-20

\_\_\_\_\_

9. 2-5-1-21-20-9-3-9-1-14

\_\_\_\_\_

10. 20-5-12-5-16-8-15-14-5

\_\_\_\_\_

15-16-5-18-1-20-15-18

\_\_\_\_\_

11. 6-12-15-18-9-19-20

\_\_\_\_\_

12. 8-5-12-9-3-15-16-20-5-18

\_\_\_\_\_

16-9-12-15-20



Key:

- |                 |                    |
|-----------------|--------------------|
| 1. veterinarian | 7. taxi driver     |
| 2. surveyor     | 8. T. V. announcer |
| 3. upholsterer  | 9. engineer        |
| 4. apprentice   | 10. musician       |
| 5. blacksmith   | 11. bookbinder     |
| 6. dentist      | 12. electrician    |

Key

- |                    |                        |
|--------------------|------------------------|
| 1. actress         | 7. salesmen            |
| 2. cartoonist      | 8. insurance agent     |
| 3. news cameraman  | 9. beautician          |
| 4. magazine editor | 10. telephone operator |
| 5. librarian       | 11. florist            |
| 6. architect       | 12. helicopter pilot   |

GRADE 4  
November  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

1. To show how children can relate their past and present situations to their future lives.
2. To encourage children to think about what some of their goals might be in the future.

LEARNING ACTIVITY:

Time Line

Questions for discussion:

1. When were you born?
2. What things do you remember about your life so far that stand out in your mind as being important?
3. What are some things you would like to happen to you in the future?
4. At what time in your life do you think these things might happen?
5. Discuss what a time line is. If you can find a sample time line, discuss it with the class.

Give each child a sheet of butcher paper. Have each child fold it in half the long way and use a ruler to draw a line on the fold. Now have each child create a time line of his entire life to date, and his future as he thinks it will be or how he would like it to be. Encourage imaginative prediction.

1. What does he think will happen?
2. When does he think it will occur?

Cartoons, original drawings, interpretive paragraphs, and pictures could all be included on the time line. A sample time line follows this page.

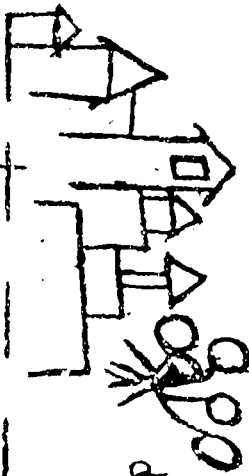
Extension:

Grow a living vine (ivy, philodendron, etc.) in the classroom. As it grows use it as a living time line. Designate important classroom events (birthdays, holidays, important school events, etc.) with small cards attached to the vine. At the end of the year, the class can look back at memorable events that have happened.

# Time line

I was born -  
an 8lb, blue  
eyed baby  
boy.

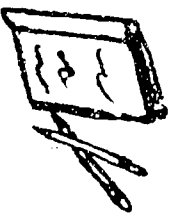
1962



1966

Mom and Dad  
took me to  
Disneyland.

1967



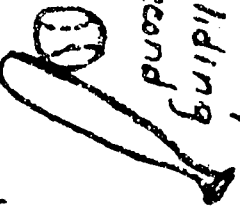
my first  
day in school.

1970



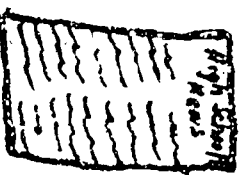
I broke my  
arm sliding  
into second  
base.

1972



I took first  
place in a  
track meet.

1980



I want to be  
on the high  
school newspaper  
staff.

1990



I want to  
build houses.

Many more events can be included in a completed time line.

GRADE 4  
November  
06

RELATED SUBJECT AREA:

Social Science - This would correlate nicely with Part 3, Chapters, 3, 5 and 6 in Agriculture: Man and the Land.

OBJECTIVES:

1. To investigate the modern technology involved in irrigation farming and feed lot cattlemen of a western community.
2. To examine the economic relationship between farmers and feed lot cattlemen of a western community.

LEARNING ACTIVITY:

Filmstrip and tape "Colorado: Agricultural Technology." (Includes tape)

This filmstrip discusses agriculture in the Great Plains area of Colorado. It discusses the lives of farmers in the Greeley area and their dependence on modern agricultural technology. A good portion deals with the Monfort Feed Lots where 200,000 cattle are fed daily corn and alfalfa directly from farmers in the Greeley area. It also deals with the many people employed by this big operation.

Questions for discussion:

1. How is modern technology used in irrigation farming and a cattle feed lot operation?
2. What kind of working relationships exist between the Monfort Feed Lots and dependent farmer, Rich Helzer, and independent farmer, Harry Wiedeman.
3. What different jobs did you see that you might be interested in doing some day?

OCCUPATIONAL CLUSTER:

Agri-business and Natural Resources Cluster

SUGGESTED RESOURCE MATERIAL:

Filmstrip and tape "Colorado: Agricultural Technology"

Filmstrip 633.1 "The American Farmer" (W)

630 Payton, Evelyn  
P About Farm Helpers (L, R, W, Wi)

GRADE 4  
December  
01

RELATED SUBJECT AREA:

Language Arts (This activity would correlate nicely with Unit 17 in New Directions in English.)

OBJECTIVES:

To show the importance of the advertising agent's work in promoting and selling many products.

LEARNING ACTIVITY:

Show the filmstrip "The Advertising Agency Executive" (includes tape.) This filmstrip tells about the broad world of advertising; television commercials, billboards, and newspaper ads. The theory behind advertising to sell a product is explored.

After the filmstrip has been shown, discuss these questions:

1. What are some things that are important to produce a good ad or commercial? (Attractive, colorful, short but clear, honest)
2. What are some different forms of advertising? (television, radio, newspapers, flyers, display windows, billboards)
3. What are some skills or interests that would be helpful in the career of an advertising agent? (artistic, lettering skill, writing skill, neatness)

Extension:

Have the children write an ad or commercial. It could be about food, clothing, a game, or a toy. They might even want to invent a new product. They can choose to illustrate it in ad form, poster form, or orally as a T.V. or radio commercial would be done.

When finished, discuss which ads really make you want to go out and buy a product.

OCCUPATIONAL CLUSTER:

Communication and Media

SUGGESTED RESOURCE MATERIAL:

Filmstrip and tape "The Advertising Agency Executive."

GRADE 4  
December  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To help children become aware that their hobbies and interests today could lead to a career in the future.

LEARNING ACTIVITY:

Have those children who have hobbies bring them to school and show them to the class. When all have been shown and discussed, divide the children into groups and assign each group one of the hobbies discussed previously to do research on. They should try to find out the many different careers that could be developed out of those hobbies. For instance, if their hobby is sewing, some related occupation might be a fashion designer, an interior designer, a dressmaker, a home economist, a clerk in a clothing store or fabric center, an upholsterer, a sewing machine operator, a sewing machine demonstrator.

Have each group report back to the class on the various occupations they have found. A bulletin board could be constructed from their discoveries. A sample follows this page.

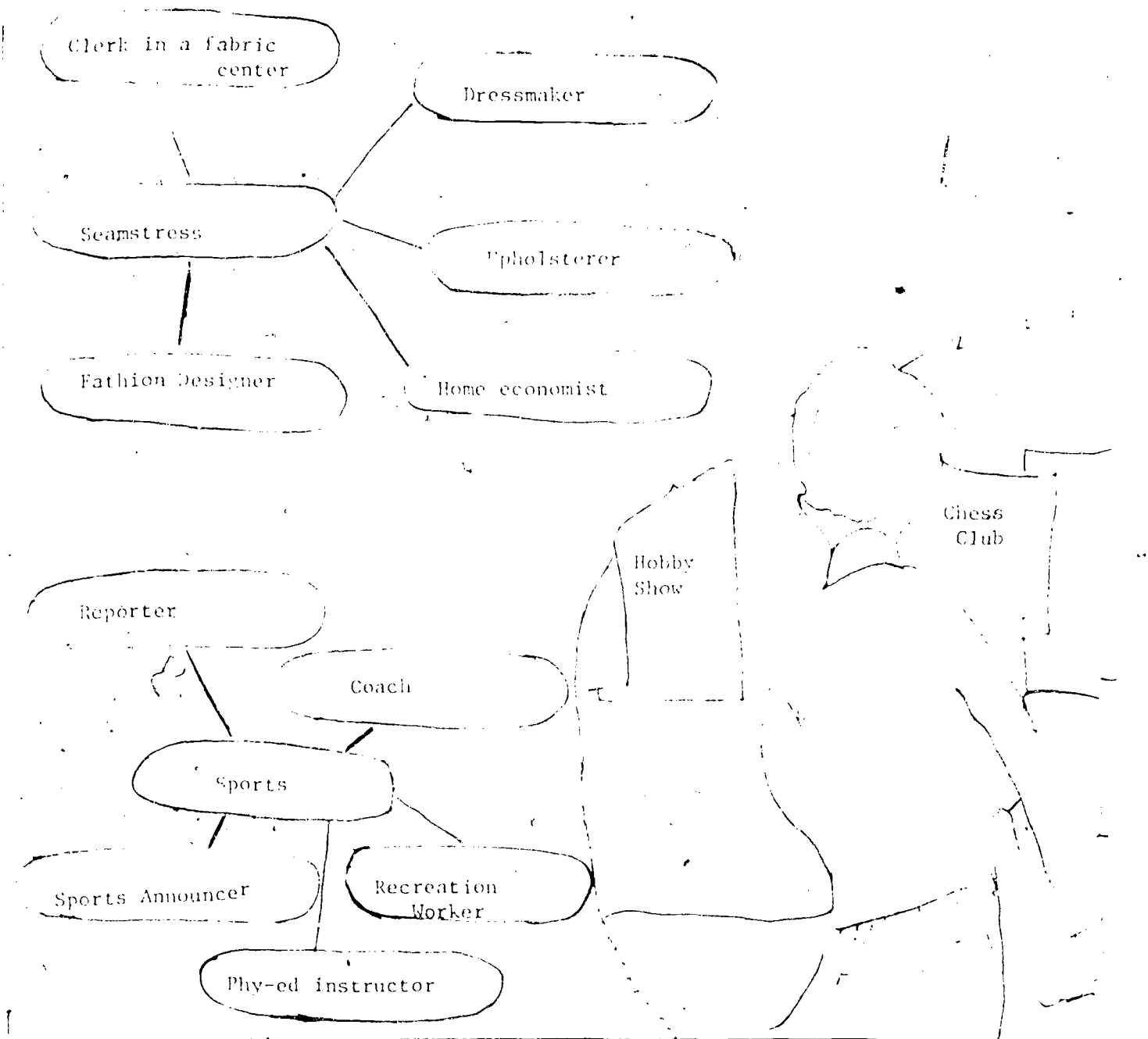
SUGGESTED RESOURCE MATERIAL:

913 Fortiner, Virginia J. Science Hobby Book of Archaeology.  
F (L, M, R, W, Wi)

S Greene, Carla. I Want to Be a Scientist  
I ((Wi, L, M, R, W)

BULLETIN BOARD

HOBBIES CAN LEAD TO CAREERS



Different colors of yarn can be used to connect the hobby with the careers.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To show children the importance of developing good work habits in school and how those habits will apply to their future in the working world.

LEARNING ACTIVITY:

Being a good worker.

Questions for Discussion:

1. What are some qualities that good workers in school should have?
2. What are some qualities that good workers on a job should have?
3. How do the above questions compare? Are there some things that are the same about being a good worker in school and being a good worker on the job?
4. Would your employer expect about the same things as your teacher?

Give each child a dittoed copy of the sheet following this page, "Being a Good Worker." Read through the 12 rules and discuss their importance to a teacher and an employer.

Divide the class into pairs and let each pair illustrate one of the rules in cartoon form. One person should make a cartoon showing people living up to the rule and the other person show someone completely disregarding the rule.

When complete, put all the cartoons into a booklet entitled "Hired or Fired" Share the booklet as a class and leave on display for others to look through.



## Rules for Being a Good Worker

1. Always be on time for work.
2. Do not take more than the correct amount of time for lunch or for rest periods.
3. Keep yourself neat and clean.
4. Be willing to learn.
5. Be willing to work hard.
6. Keep your desk, books, and locker clean and neat.
7. Do not gossip or be a troublemaker.
8. Do not be dishonest or cheat.
9. Follow the rules of the company.
10. Do not be careless or lazy.
11. Use good manners at all times.
12. Be happy, cheerful, and helpful.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To help children develop a basic understanding of himself as an individual and how he relates to others by understanding his likes, dislikes, abilities and interests.

LEARNING ACTIVITY:

Have the children do a creative writing on one of the following topics.

1. My dreams .....
2. Is school important?
3. Happy thoughts ....
4. Gloomy thoughts ....
5. Everything must die.
6. If I could change one thing in my life, I would \_\_\_\_\_.
7. Things I like about my friends.
8. How I would like to be a .....
9. Losing my temper.
10. If I could be a \_\_\_\_\_ for a day, I would \_\_\_\_\_.

Let the children voluntarily share their thoughts with the rest of the class.

GRADE 4  
December  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

- To show children that neatness, accuracy, and completeness are important in filling out a job application form.

LEARNING ACTIVITY:

Discuss filling out job application forms. Bring out these points in your discussion.

1. Neatness is important.
2. Be sure to follow directions. If it says to print, you should do so.
3. Be honest when answering question.
4. Be complete.
5. When finished check to see that you have filled in all areas accurately and completely.
6. If you have questions, ask the person in charge to help you.

Give each child a job application blank to fill out. (One follows this page.) Read through the questions and make sure everyone understands them. Then let them complete the blanks on their own.

When they have finished, have them exchange papers and evaluate each other's. Discuss with the class some of the good points and some of the mistakes that were made in completing the blanks.

\*\*\*\*\*

# APPLICATION FOR EMPLOYMENT

PLEASE PRINT

Date \_\_\_\_\_

Name \_\_\_\_\_  
(First) (Middle) (Last)

Address \_\_\_\_\_  
(Number) (Street) (City) (State)

Phone \_\_\_\_\_ Social Security NO. \_\_\_\_\_ Draft Status \_\_\_\_\_

Have you ever been employed by us before? yes ☒ no ☐ (Check one)

Male ☐ Female ☐ (Check one) Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_  
(mo.) (day) (year) (city) (state)

Married? yes ☐ no ☐ No. of children \_\_\_\_\_ Other dependents \_\_\_\_\_

Citizen yes ☐ no ☐

Father's name \_\_\_\_\_

Is he living? yes ☐ no ☐ (Check one)

Mother's name \_\_\_\_\_

Is she living? yes ☐ no ☐ (Check one)

### EDUCATION

Elementary School \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Jr. High School \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Senior High School \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Vocational School \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Other training \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

### PREVIOUS WORK EXPERIENCE

List your previous jobs in order of last job to first.

Company	Address	Kind of Work
---------	---------	--------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### REFERENCES

Do not list relatives.

Name	Address	Occupation
------	---------	------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_  
(Applicant's Signature)

RELATED SUBJECT AREA:

Science

OBJECTIVES:

To expose children to the many fields of science that exist.  
To help children identify with people who have become famous in a specific science field.

List these specialists in science on the board; astronomers, zoologists, botanists, geologists, biologists, physicists, and chemists. Tell the children that these are titles of people who are engaged in the field of science, but that they all study different fields in science. Divide the class into groups of three or four and have them find out what special field each of the scientists listed is engaged in and what is involved in their study.

Using the entire, class share and discuss what the groups have found out. Have the children express their ideas as to which field of science interests them most.

Extension:

Divide the class again into groups of two or three according to their science interest and have them research a person who has become famous in that field.

Some examples are:

Astronomers -	Nicolaus Copernicus
	Galileo
	Johannes Kepler
Zoologists -	Raymond Ditmars
	Robert Broom
Botanists -	Luther Burbank
	Carolus Linneaus
Geologists -	Georgius Agricola
	James Dana
Biologists -	Charles Darwin
	Anton van Leewenhoek
	Chevalier Lamarck
Physicists -	Albert Einstein
	Samuel Langley
Chemists -	Gilbert Lewis
	Melvin Calvin

After short reports have been written, give each group two cardboard footprint patterns. On one footprint have them write the name of the scientists and what field he is in. On the other footprint have them write the report about what he did. The reports would make an attractive bulletin board entitled, "Footsteps in Science".

(Continued)

GRADE 4  
January  
01, continued

OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

506.9 Zarchy, Harry. What Does a Scientist Do? (L, R, W)

Z

S Green, Carla. I Want to Be a Scientist (Wi, L, M, R, W)

I

540 Freeman, Ira All About the Wonders of Chemistry

F

Filmstrip 520 Astronomer at Work (W)

Filmstrip 629.13 "Work of Astronomers and Space" (R, W)

GRADE 4  
January  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To give children experience in letter writing.

LEARNING ACTIVITY:

After reviewing the correct letter writing form with the children, give each child or a pair of children some letter writing paper and have them write letters to some of the following companies. They could say that they are learning about the many different kinds of employment there are, and would like any information on the various jobs that are involved in the production of their products.

A list of addresses follows this page.

When materials are received briefly discuss them and put them in a display area where children can look at them in their free time.



Portland Cement Association  
33 West Grand Avenue  
Chicago, Illinois 60610

National Ready Mix Concrete Association  
900 Spring Street  
Silver Spring, Maryland 20910

American Forest Products  
Industries, Inc.  
1835 K Street N.W.  
Washington, D.C. 20006

U.S. Department of Labor  
Bureau of Apprenticeship & Training  
Washington, D. C. 20025

The Associated General Contractors of America, Inc.  
1957 E. Street N.W.  
Washington, D. C. 20006

Bricklayers, Masons & Plasters  
International Union of America  
815-23 15th St. N.W.  
Washington, D.C. 20005

Mason Contractors Association of America  
208 South LaSalle Street  
Chicago 4, Illinois

Aluminum Association  
420 Lexington Avenue  
New York, New York 10017

American Trucking Assoc., Inc.  
1616 P Street N.W.  
Washington, D. C. 20036

Association of American Railroads  
Transportation Building  
Washington, D. C. 20006

Automobile Manufacturing Assoc.  
1619 Massachusetts Avenue N.W.  
Washington, D.C. 20036

Federal Aviation Agency  
800 Independence Avenue S.W.  
Washington, D.C. 20553

Grade 4

National Aeronautics Space  
Administration (N.A.S.A.)  
400 Maryland Avenue  
Washington, D. C. 20546

American Waterways Operators, Inc.  
1025 Connecticut Avenue  
Washington, D. C. 20036

LaSalle Extension University  
417 South Dearborn Street  
Department 64-458  
Chicago, Illinois 60605

Superintendent of Documents  
(information on Constitution & Bill  
of Rights and Declaration of  
Independence)  
Government Printing Office  
Washington, D.C. 20402

RELATED SUBJECT AREA:

Math

OBJECTIVES:

1. To help children understand and appreciate that money should be used wisely so that you don't spend more than you earn.
2. To help children become aware of the duties and skills of an interior decorator.

LEARNING ACTIVITY:

Introduce this activity by a discussion of the word "budget".

1. What is a budget?
2. Who needs a budget?
3. Why do we need a budget?
4. What is an interior decorator and what are some of his skills?

Tell the class that you are going to give them a budget to work with in order to decorate a room in a house. Divide the class into groups of four or five and give each group a catalog. (Old catalogs can be brought by children from home). Give each group a budget to work with, a certain room, and a room size to work with. Some examples are:

Living Room	14' x 20'	\$1500.00
Bed Room	12' x 14'	\$1000.00
Kitchen	12' x 16'	\$1500.00
Den	12' x 14'	\$1000.00

The group should begin by making a list of items they will want in their room. Then they should go through the catalog and choose things for their room trying to coordinate colors, type of furniture, and sizes to fit into their room. Have them fill out an order blank such as would be used by a catalog. A sample order follows this page.

Extension

1. Have the children cut out the pictures of items from the catalog and glue them onto a paper that represents the room.
2. Have the groups use a paper box and construct their room inside the box making the furniture 3-dimensional. They could paint the room with tempera. Perhaps some of the children could bring odds and ends of carpet or tile from home. Furniture could be constructed from cardboard, spools, wood scraps, cans, etc. Perhaps the boys could be in charge of the furniture and the girls in charge of the decor such as curtains, bedspreads, accessories, etc.

OCCUPATIONAL CLUSTER.

Personal Services

SUGGESTED RESOURCE MATERIAL:

332 Wilcox, Louise, What is Money? (All schools)  
W

332.4 Korte, Elmer, How Money and Credit Help Us (All schools)  
K

SIRES COMPANY

Satisfaction Guaranteed

Date \_\_\_\_\_

Please print carefully

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Post Office \_\_\_\_\_ State \_\_\_\_\_

Phone No. \_\_\_\_\_ Zip Code \_\_\_\_\_

Catalog No.	How Many	Name of item	Color	Size	Price each	Total Price
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Minn. customers add

3¢ tax for each dollar of goods.

Check one:

Check \_\_\_\_\_ Money Order \_\_\_\_\_ Charge \_\_\_\_\_

Signature \_\_\_\_\_

Total for goods \_\_\_\_\_

Tax \_\_\_\_\_

Postage \_\_\_\_\_

Total cash  
Price \_\_\_\_\_

Amount \_\_\_\_\_

Enclosed \_\_\_\_\_

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To emphasize to children that honesty of employees at their job is necessary to run a good business.

LEARNING ACTIVITY:

Begin with a discussion of the word "honesty".

1. What does honesty mean?
2. Should everyone be honest?
3. Are there ever any times when it is all right not to be honest?
4. Tell some things you know about which are examples of honesty.
5. Give some examples of things that were dishonest.
6. Could there be a time when being dishonest would help someone you love?
7. What would you do if just being a little bit dishonest would keep you or a friend out of trouble?
8. Is it possible for you to get into trouble by being dishonest?
9. What does honesty mean to you?
10. How does honesty affect people working at a job?
11. What are some jobs in which honesty is a prime requirement of people working at that job?

Read the following case study to the class and let them write down on paper how they feel a person should react to the situation. Discuss, as a group, each person's reactions.

A canning company offers its employees the right to take dented cans home. One of the men along the assembly line purposely dents cans when his foreman isn't looking so that he can take the cans home.

Should this be done?

Is it justifiable?

Is this being honest?

What should he really do?

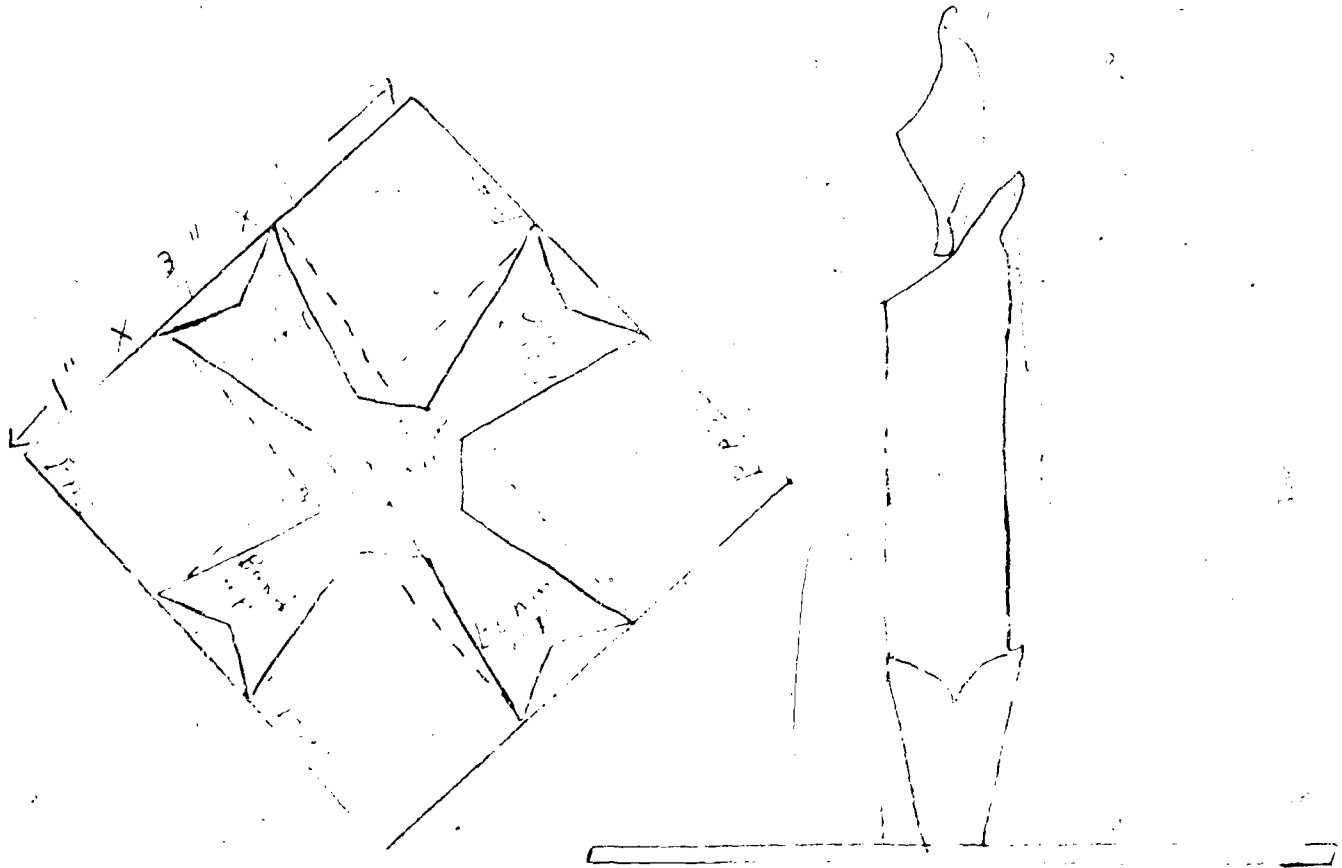
If you saw an employee doing this where you worked, what would you do?

How does this person denting and taking cans home on purpose affect you as another employee?

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 "We Need Rules and Laws" (W)

# TECHNICAL DRAWING



## MATERIALS NEEDED:

Tin snips

Flat metal like or steel wool

Tin or aluminum cans

Pencil for making patterns

GRADE 4  
January  
05

RELATED SUBJECT AREA:

Art (This would correlate nicely with Part 1 "The Canning Industry" in  
Industry: Man and the Machine.

OBJECTIVES:

To give insight into a sheet metal worker's job.

LEARNING ACTIVITY:

Metal project (candle holder)

Motivating discussion questions:

1. The growth of the canning industry led to many new inventions and jobs. One of these inventions was the tin can and one of these jobs was the sheet metal worker. What does the sheet metal worker have to do with the production of tin cans?
2. A sheet metal worker cuts and shapes pieces of sheet metal to any desired shape or form. What qualities and interests might a sheet metal worker have? What tools might he use at his job?

Procedure:

Use tin cans to make a variety of simple and practical candlestands. Remove the top and bottom of the can, slit side on the seam, and flatten. Cut metal to form a square. Draw the design and cut out on solid lines with a tin snips except for the middle square that will be bent up to hold the candle. Bend edges up and file or use steel wool to make them smooth. Shape to hold a candle.

A diagram follows this page.

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

Filmstrip 323 "Factory Workers" (IV)

GRADE 4  
January  
06

RELATED SUBJECT AREA:

Social Science (This would correlate nicely with Part 1, "The Canning Industry" in Industry: Man and the Machine.)

OBJECTIVES:

To familiarize students with the many steps and people involved in the canning industry.

LEARNING ACTIVITY:

Game - "Canning Corn."

This game is designed to be used by small groups during a free or leisure time. It is a review of the corn canning industry and the people involved from the time the corn is planted until the time it is put onto our dinner table.

The children begin by taking a card from a question pile. (Some usable questions follow this page.) On each card there will be a question and a number from 1-4. The player must answer the question correctly before he can move the number of spaces indicated by the number. Answers appear on the back of the card. Children should watch for directions that appear on the square they land on. The first person to reach the last square wins the game.

Answer key:

- |                       |                      |
|-----------------------|----------------------|
| 1. industry           | 6. agriculture       |
| 2. economics          | 7. tin cans          |
| 3. automation         | 8. conveyor          |
| 4. (answers may vary) | 9. division of labor |
| 5. services           | 10. inspector        |

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

628.9 Hirsch, Carl S. "This is Automation" (L, M)

Filmstrip 323      Factory Workers      (wi)



1. A group of factories that help make a certain product is called an \_\_\_\_\_.
2. The study of how people make and exchange things they need and want is called \_\_\_\_\_.
3. Using machines to run machines is called \_\_\_\_\_.
4. Name 5 foods that come in cans. (Answers may vary.)
5. Jobs where people do things for other people are called \_\_\_\_\_.
6. The least number of people are engaged in manufacturing, agriculture, or services? \_\_\_\_\_.
7. Peter Durand started the production of \_\_\_\_\_.
8. In modern factories belts that move foods and cans along a line are called \_\_\_\_\_ belts.
9. Many people working together to produce things with each person doing one special job is called \_\_\_\_\_.
10. A person who checks to see that the quality of canned products is good is called an \_\_\_\_\_.

Note: Other questions could be developed by having each child write one good question and answer about the canning industry and choosing the best ones for the game. The above questions could be cut apart and glued on a card.

**WINNER!**

You are You eat it for dinner, cans.

Mother buys the cans.

**Buyer**

Dented cans Go back 5 spaces.

Cans are priced and put onto shelves

**Grocer**

**JIM'S GROCERY**

Drivers deliver cases to grocery store.

Cases are loaded on trucks.

Go ahead 3 spaces. Bonus!

Cans are cooled.

Cans are moved through a continuous cooker.

Cans are cased.

Cans are labeled.

From

Go ahead 3 spaces.

Cutting machine cuts kernels from cobs.

Cans are filled.

Cans are capped and sealed.

Bad corn has come through. Go back 5 spaces.

Inspector removes the bad ears.

Corn is given a cold water bath.

Musking machine removes silk from the ears.

Corn is put on a conveyor belt.

**Canner**

Go back 2 spaces. You forgot a head.

Go back 2 spaces. You missed some weeds.

Corn is loaded onto the truck.

Corn is driven to the factory.

Truckdriver

Farmer picks the corn.

Farmer cultivates for weeds.

Grower

Fertilizer helps the corn grow.

Corn is planted.

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To acquaint children with numerous occupations and the services they provide.

LEARNING ACTIVITY:

Have the children page through magazines and clip out pictures of people working at their job.

Now as a class make a bulletin board collage. Divide the bulletin board roughly into four areas:

1. Blue-collar workers
2. White collar workers
3. Service workers
4. Agricultural workers

Using the pictures the children have cut out, discuss the work being done and decide which area of the board it would fit into best. The bulletin board could be entitled, "The World of Work."

Guide for placing the pictures:

Blue-collar workers, also called manual workers, are craftsmen (skilled workers in trades) operatives (people skilled in industrial work), and laborers.

White-collar workers are people in the professions (for example doctors, lawyers, clergy-men, teachers, people in managerial jobs, office workers, and salesmen.)

Service workers include policemen, firemen, waiters, waitresses, cooks, hospital attendants and household help.

Agricultural workers are farmers and farm laborers.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To show children why there is a need for authority in a work situation.

LEARNING ACTIVITY:

Divide students into groups; the "doers" and the "watchers." Give the "doers" a task that requires a coordination of effort. Some simple tasks are rearranging the desks, deciding on a title for a bulletin board, organizing teams for a phy. ed. activity, organizing a class party, or building a pyramid. Have the rest of the children watch who becomes boss. After the task, discuss how and why this person was a help in completing the task.

Questions for discussion:

1. What is authority?
2. Why do some people have more authority than others?
3. How does one get a position of authority?
4. What is the role of authority in getting along with others in a work situation?
5. Do we need authority?

Extension:

Now assign a task to a group, but also assign a leader. Discuss whether or not this was helpful and why.

GRADE 4  
February  
03

RELATED SUBJECT AREA:

Social Science (This would correlate nicely with Industry - Man and the Machine)

OBJECTIVES:

1. To familiarize students with the duties of assembly line workers.
2. To demonstrate the efficiency of the assembly line.

LEARNING ACTIVITY:

Assembly line vs. handmade daffodils.

Discuss the assembly line:

1. What is an assembly line?
2. How is a product put together on an assembly line?
3. Why is one person not responsible for the complete product being produced on an assembly line?
4. What is he responsible for?
5. Which do you think is faster - making one whole product yourself or making one part of a product while others make the rest of the parts?
6. Which do you think is most efficient? Why?

Divide the class into groups of 10. You will need to have space available to set up 1 or 2 assembly lines. Ten desks in a row would work nicely. You will have about three groups in your room. You might have two assembly lines and one group working individually. Go through the construction of the daffodil as a group. You may want to give each child a dittoed copy of the steps to study. The complete construction and pattern follows this page. List all the jobs on the board and give the assembly line workers each a specific job. The group that is not an assembly line group will each be making their own daffodil. Put the workers in order at their line and let them go to work. After the first daffodil on the line is completed, stop and compare with the people that have been making their own complete flower. Continue to stop the lines frequently and make the comparison.

1. Which way of production is most efficient?
2. Which is fastest?
3. Which method produces the best results?
4. Have the workers discuss why they liked or didn't like having one specific job to do over and over.

SUGGESTED RESOURCE MATERIAL:

629 8 Hirsch, Carl This Is Automation (L, M)

Filmstrip 323 Factory Workers (Wi)

## Assembly Line

### Materials needed:

Green construction paper cut 6" x 6" (One square of each for each flower made)  
Yellow construction paper cut 6" x 6"

Several tagboard patterns of the flower parts

Scissors

Pencils

Glue

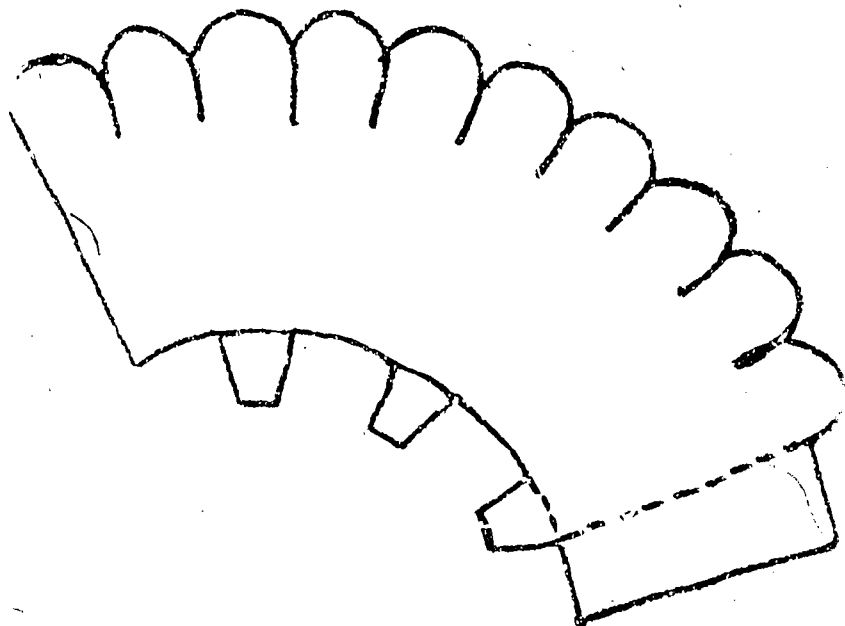
Pipe cleaners or Flex-i-straws for stems

### Assembly line jobs:

1. A person to trace the flower pattern onto the yellow squares.
2. A person to cut the flower pattern out.
3. A person to curl the petals of the throat.
4. A person to roll the cylinder and paste the edges together.
5. A person to trace the petal pattern to the green paper.
6. A person to cut the pattern out.
7. A person to curl the petals.
8. A person to fold up paste tabs on throat and paste to petals.
9. A person to insert the pipe cleaner or straw.
10. An inspector to see that all parts are together correctly and the flower is complete.

1

# DAFFODIL



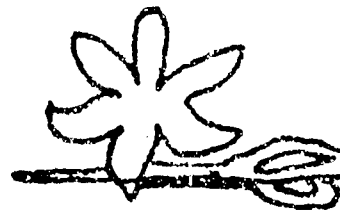
Cut patterns.



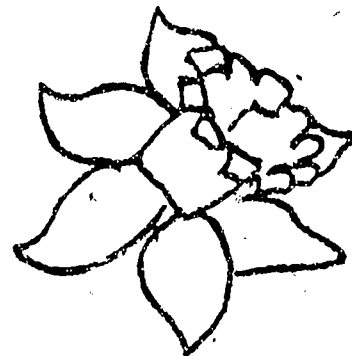
Curl petals of the throat.



Roll cylinders and glue.



Curl petals.



Fold up paste tabs on throat and paste to petals. Insert a pipe cleaner or straw.

RELATED SUBJECT AREA:

Social Science (This would correlate well with Part 2, "The Clothing Industry" in Industry: Man and the Machine)

OBJECTIVES:

To show to children the many working people it takes to put together a complete garment.

LEARNING ACTIVITY:

Discussion:

1. What are you wearing today?
2. Where did you get it from?
3. Who made it?

Explain that clothing goes through the hands of many people before it reaches us.

4. What are some of the steps cloth goes through before it becomes clothing? Divide the class into pairs and have each pair illustrate on a large square of paper one of the steps in the process of making cloth into clothing. These steps could include:

1. Growing the plants or animals (cotton, flax, sheep.)
2. Processing the fiber (spinning, weaving, dying.)
3. Shipping the cloth to the garment industry.
4. Designer - draws new styles.
5. Sample maker - takes the design, chooses the cloth, and sews it together like the design.
6. Designer and sample maker place the design on a dummy and make changes if necessary.
7. Patternmaker - take sample apart and trace it.
8. Cutter makes patterns in different sizes.
9. Patterns are traced on metal and cut out.
10. Cutter - cuts the pattern from many pieces of cloth.
11. Sorter - sorts the pieces into bundles, puts in the trim and buttons needed.
12. Sewers - sew pieces together to complete the garment.
13. Labelers - sew labels into the garments.
14. Cleaners - clean and press the garment.
15. Examiner - checks the garment for flaws.
16. Garments are boxed and shipped to stores.

The steps, when finished, could be put together to make a colorful and attractive mural for display.

SUGGESTED RESOURCE MATERIAL:

- 687 Lazarus, Harry  
L Let's Go to a Clothing Factory (all schools)
- 687 McCall, Edith  
M How We Get Our Clothing (all schools)



RELATED SUBJECT AREA:

Social Science (This could be correlated well with Part 2, "The Clothing Industry" in Industry, Man and the Machine.)

OBJECTIVES:

To familiarize students with some of the duties and skills of a fashion designer.

LEARNING ACTIVITY:

Discuss clothing designs.

1. What fashions are popular to wear today?

2. Are there fashions that never change?

(Bring out the idea that occupations that require certain clothing seldom change: such as the milkman, the mailman, the policeman, etc.)

3. Can you think of occupations that require a uniform or special dress?

List those occupations on the board. Some of them might be:

mailman

policeman

fireman

astronaut

nurse

doctor

stewardess

baseball player

football player

pilot

beauticians

Have the children choose one occupation (preferably each a different one) and on a 12 x 18 paper, design a new uniform for a specific occupation. It would not necessarily have to be an occupation that already has a uniform but any occupation such as a teacher, lawyer, etc.

Have the children make the design on a large enough scale so that the garment can be filled in with pieces of material cut to fit the parts of the garment. Scraps of material can be brought from home. These designs could make an attractive bulletin board display entitled "The Latest - Career Fashions."

Bring out the point that clothing should be functional and appropriate for the type of job it is being used for.

OCCUPATIONAL CLUSTER:

Consumer, and Homemaking Education

SUGGESTED RESOURCE MATERIAL:

646.06 Head, Edith  
H Fashion As A Career. (W)

371.42 Siegel, Margot  
S Fashion (all schools)

687 Lazarus, Harry  
L Let's Go To a Clothing Factory (all schools)

GRADE 4  
February  
05

RELATED SUBJECT AREA:

Reading (This filmstrip could be correlated nicely with the story "A Gaint in the Wilderness" in The Magic Word reading text.)

OBJECTIVES:

1. To show the cultural achievements of the historical Cherokee Indian and to relate the history of the tribe's decline.
2. To show recent efforts of the Cherokee to improve their social and economic lives.

LEARNING ACTIVITY:

Show the filmstrip "The Cherokee Nation of Oklahoma." (Includes tape.)

This filmstrip explores the history of the Cherokee Indians from the arrival of the white man up to the present time. It discusses the invention of the system of writing the Cherokee language by Sequoya. The swift and tragic decline of this once highly civilized culture is also portrayed. Also described is the current social economic plight of the modern Cherokee.

Discussion questions:

1. In what ways did Sequoya become a leader to his people?
2. What were some of the early achievements of the Cherokees in Oklahoma?
3. What are some social and economic problems facing many modern Cherokees? What efforts are they making to improve their lives?
4. Joe Gafford, Leo Squan and W. W. Keeler are all Cherokees. How are they different? To what do you attribute these differences?

GRADE 4  
March  
01

RELATED SUBJECT AREA:

Social Science (This would correlate nicely with Part 3 "The Automobile Industry in Industry: Man and the Machine")

OBJECTIVES:

To show children how each worker on an assembly line plays a very important part in the successful production of a product.

LEARNING ACTIVITY:

Give each child a copy of the crossword puzzle "Parts of Your Automobile" that follows this page.

Let the children have some time to work it out. When finished discuss how each part is important to the driver of the automobile.

1. How are these parts put on the car? (in assembly line fashion)
2. What are some things that might happen if one of the assembly line workers didn't do his job?
3. How important is every one of these parts to the successful operation of the automobile?
4. How important is every assembly line worker to the safety of the public?

Extension:

Have the children do a creative writing. Let them choose one of the automobile parts mentioned in the puzzle and write a short, imaginative, story on what could happen if that part was missing in an automobile.

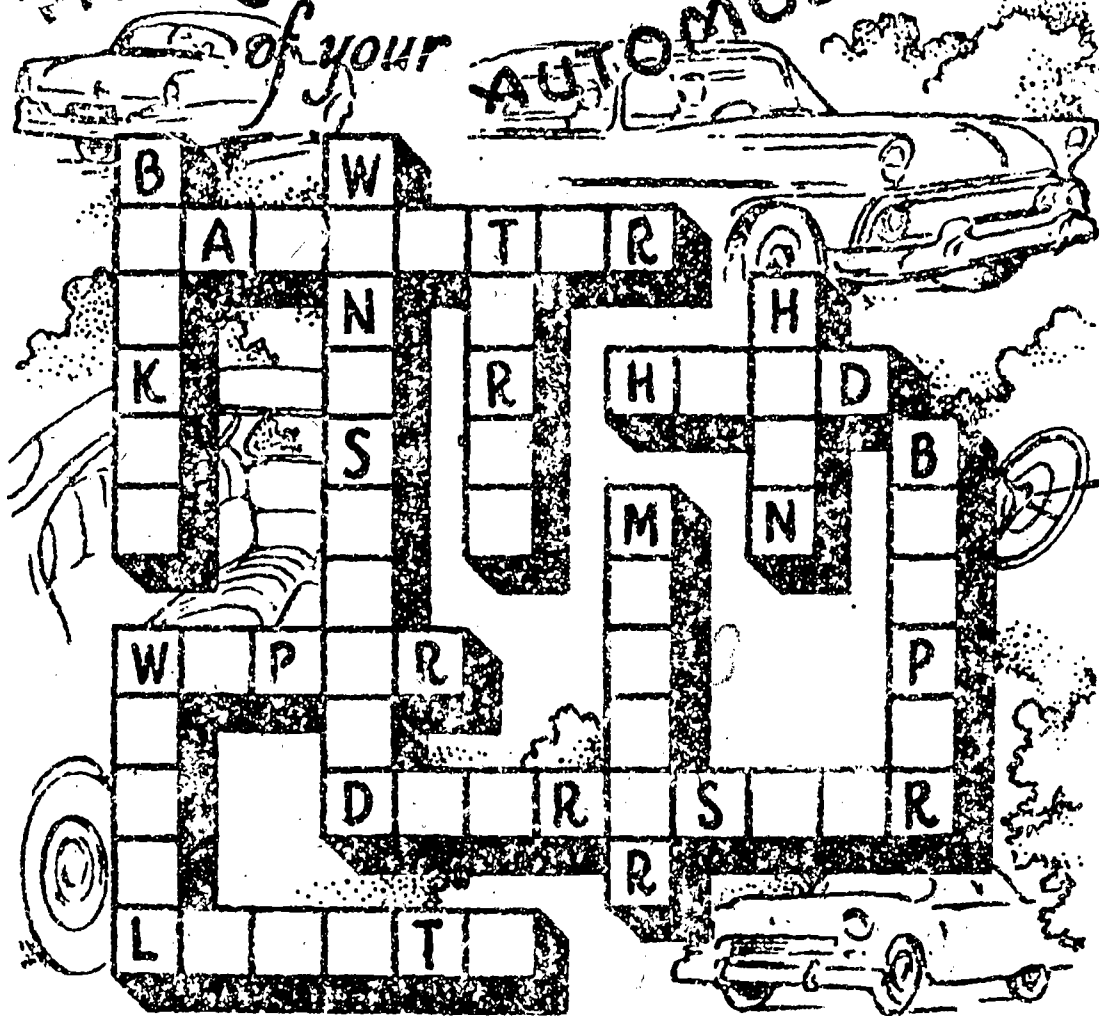
OCCUPATIONAL CLUSTER:

Manufacturing

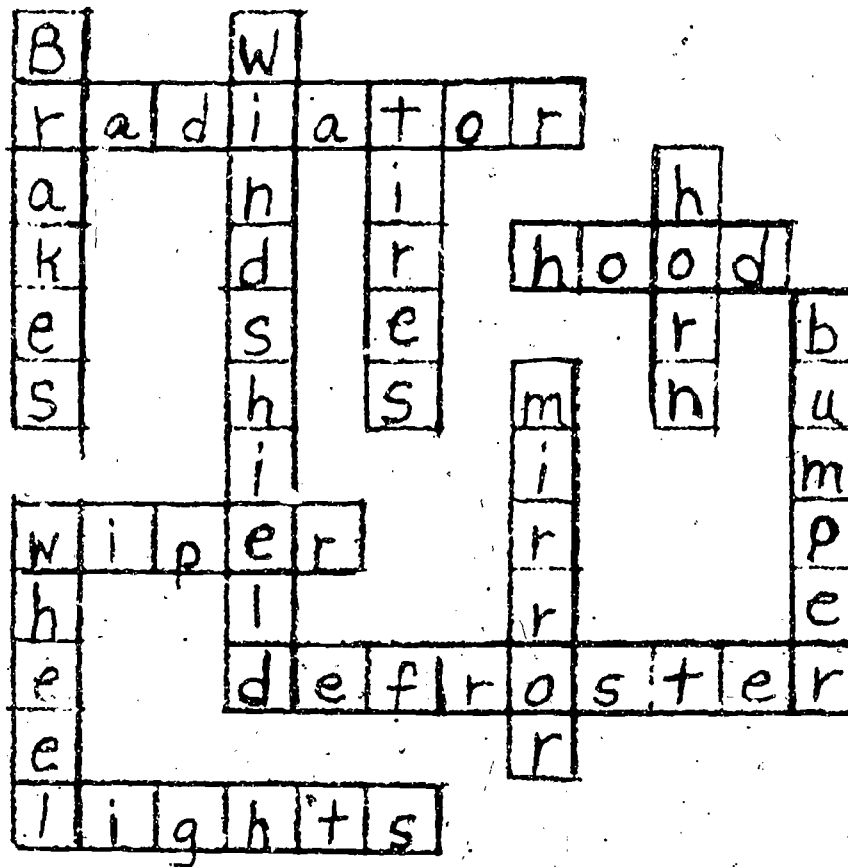
SUGGESTED RESOURCE MATERIAL:

- 629.2 Cooke, David  
C How Automobiles Are Made (Wi, L, R, W)
- 629.2 Bulter, Roger  
B Let's Go To An Automobile Factory (all schools)

# PARTS of YOUR AUTOMOBILE



Key:



RELATED SUBJECT AREA:

Social Science (This could be correlated nicely with part 5, "The New World of Automation" in Industry: Man and the Machine.

OBJECTIVES:

To show the children the skills men need to operate computers:

LEARNING ACTIVITY:

Show filmstrip "My Dad - The Computer Programmer." (Includes tapes) This filmstrip deals with the qualifications of a computer programmer, the skills and interests he must have, and how computers aid in the space program, hospitals, controlling air traffic, controlling crime, the research industry, and in schools.

Questions for discussion:

1. According to the filmstrip, what type of schooling does a computer programmer need?
2. What effect has the computer had on the occupations available to man?
3. What kind of jobs have developed from the invention of the computer?

Extension:

Divide the class into groups and have them jot down ideas pertaining to this topic: "What I would miss if I played checkers with a computer instead of a person." Students should be led to understand that emotions and perceptions are missing in computers.

OCCUPATIONAL CLUSTER:

Business and Office Cluster

SUGGESTED RESOURCE MATERIAL:

371.42 Treuenfels, Peter  
T

Computers (all schools)

651.8 Vorwald, Alan  
V

Computers. From Sand Table to Electronic Brain  
(L, M)

GRADE 4  
March  
03

RELATED SUBJECT AREA:

Social Science (This activity would correlate nicely with "The Automobile Industry" in Industry: Man and the Machine.)

OBJECTIVES:

To familiarize students with the many jobs needed to produce and sell automobiles.

LEARNING ACTIVITY:

Give each student a dittoed copy of the automobile that follows this page. On the ditto are listed the six working sections that compose the production team in an automobile manufacturing plant.

Have the children read through the 14 descriptive sentences about the sections and place the number of the statement under the correct individual section that is responsible for that particular job. For example: People who buy materials for cars would go under the Purchasing Section.

After this is completed let the class discuss which section they would prefer to work in and why.

Key: Market Research

1  
12

Purchasing

4  
14

Manufacturing

5  
9  
11

Engineering

3  
7

Styling

2

Sales

6  
13  
10

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

629.2 C	Cooke, David	<u>How Automobiles Are Made</u>	(W, L, R, W)
629.2 B	Butler, Roger	<u>Let's Go To An Automobile Factory</u>	(all schools)
Filmstrip 629.2		<u>Henry Ford and the Model T</u>	(R)

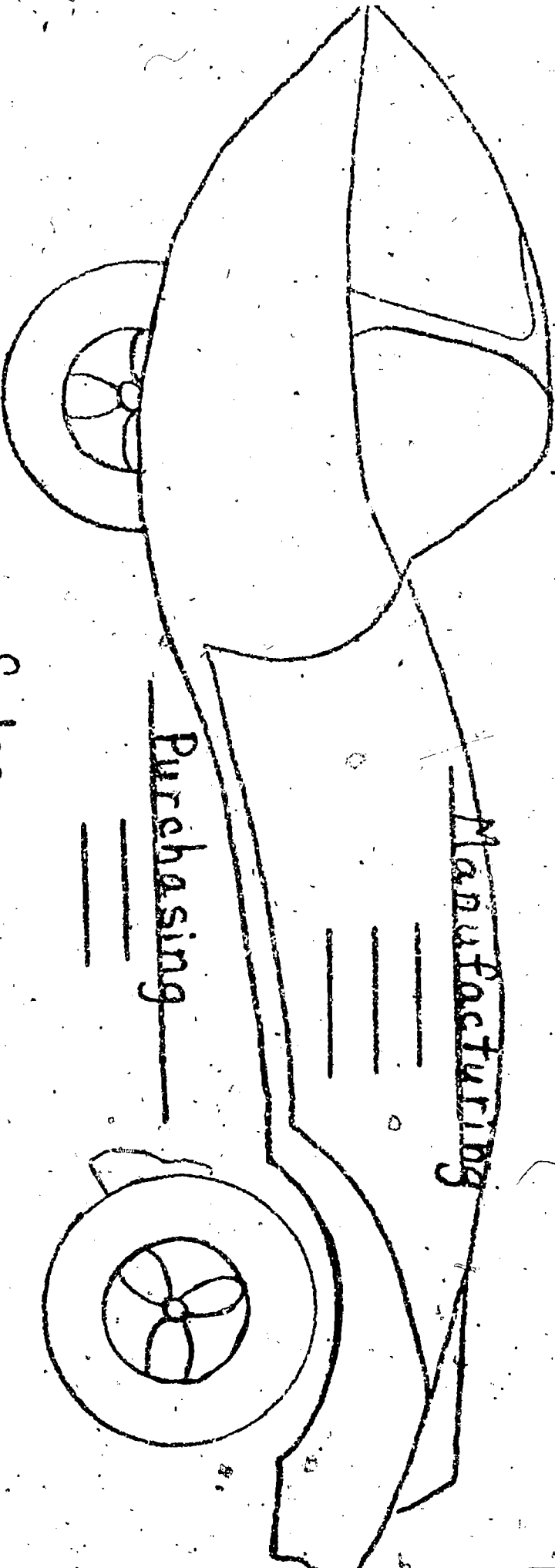
1. The job of the people in this section is to find out what customers want.
2. The job of the people in this section is to make new models look attractive. They design fenders, seats, bodies, etc.
3. The job of the people in this section is to make sure that all of the 13,000 parts of the car work properly.
4. This section decides what raw materials and parts to buy.
5. This section makes sure that each part is added to the car in the right order.
6. This section makes booklets to show what the new cars are like.
7. This section puts the car through many tests to make sure they work properly.
8. This section uses wood and clay to make models of the car.
9. Machines in this section drill and cut the engine.
10. This section trains salesmen to sell the new models.
11. People on an assembly line put the car together in this section.
12. The people in this section ask people what they don't like about current models.
13. This section advertises new cars on billboards, radio and television, and in newspapers and magazines.
14. This section arranges for all materials and parts to arrive on time.



Market Research

Styling

Engineering



RELATED SUBJECT AREA:

Social Science (This would correlate well with Part 3, "The Automobile Industry," in Industry: Man and Machines.)

OBJECTIVES:

To show children some of the skills and interests of people employed as auto mechanics.

LEARNING ACTIVITY:

Show the filmstrip "My Dad - The Auto Mechanic." (Includes tape)

In this filmstrip a child discusses what his father does as an auto mechanic. He explains how and when his father is needed, what skills he has, and how he works together with other people in his shop as a team.

Questions for discussion:

1. What are some skills and interests that would be helpful to have if you wanted to be an auto mechanic?
2. Discuss some of the consequences of not having an auto mechanic available when he is needed.
3. What are some of the tools used by an auto mechanic?

OCCUPATIONAL CLUSTER:

Personal Service

SUGGESTED RESOURCE MATERIAL:

629.2	Cooke, David	<u>How Automobiles Are Made</u>
C		(Wi, L, R, W)
629.2	Butler, Roger	<u>Let's Go To An Automobile Factory</u>
B		(All schools)
Filmstrip 629.2		"Henry Ford and the Model T" (R)
Filmstrip and tape		"My Dad - The Auto Mechanic"

RELATED SUBJECT AREA:

Social Science. This activity correlates with Part 4 "How a Business Gets started" in Industry: Man and the Machine.

OBJECTIVES:

To give children the opportunity to experience the organization and operation of a business.

LEARNING ACTIVITY:

Corporation

A reading and discussion of Chapter 1 "How a Business Gets Started" in Industry: Man and the Machine would precede this activity.

The following are the basic steps involved in setting up a corporation in the classroom. A popcorn corporation will be referred to as an example. This is merely a guideline and will have to be adjusted to suit individual facilities and needs.

1. As a class, decide what is going to be the product.
2. Decide on a name for the corporation.
3. Officers will be needed for the corporation. Nominations should come from the class. Those you will want to include are:
  - a. President
  - b. Vice President
  - c. Secretary
  - d. Treasurer
  - e. Advertising Manager
  - f. Sales Manager
  - g. Purchasing Manager

A class election should be held to elect the officers.

4. Sell stock in the corporation. Upon the purchasing of stock, a stock certificate should be issued to the buyer. (A copy follows this activity.) A convenient price for stock might be 10¢ per share and no more than 5 shares per person.
5. Decide what supplies are needed to make your product. The Purchasing manager along with the teacher should buy the supplies exercising good judgement about the best prices, quantity, etc. bought.
6. The Advertising Manager along with some chosen committee members should go to work and prepare attractive posters, flyers, announcements, etc. about the product.
7. The Sales Manager along with the chosen people on his committee should decide on sales days, times and places.

8. Necessary equipment for producing the product should be obtained.
9. Set up the assembly line tables and label the sections.
10. Children could fill out job applications for the positions available on the assembly line.

In a popcorn corporation the jobs you will want to have are as follows:

#### Popping Line

1. Oil measurer
2. Popper
3. Butter melter
4. Popcorn and butter delivery person to the bagging line.

Bags (advertising labels for each bag should be drawn and dittoed off enough for 1 small label for each bag)

1. Label colorer. (felt markers are good for this)
2. Label cutter. (Cuts out each label)
3. Label paster (glue labels to bags)
4. Pricer (marks price on each bag)
5. Delivery person to deliver finished bags to the bagging line.

#### Bagging Line

1. Butterer (butters each batch of popcorn)
2. Salter (salts each batch)
3. Bagger
4. Stacker (stacks bags in cartons)
5. Counter (keeps track of the number of bags made)

#### Miscellaneous

You'll need people to keep adequate supplies at all stations (spoons, pans, butter, popcorn, salt, etc.)

#### Sales

Selling stations should be set up by the Sales Manager and committee where customers can buy the product after school. Stress the importance of keeping good track of money and making correct change.

11. When sales are completed profit should be figured as a class project. The following formula can be used:

$$1. \text{ Money taken in} \\ \frac{\text{Expenses}}{\text{Profit}}$$

$$2. \text{ Profit} \\ \text{No. of shares} - \text{Value of 1 share}$$

$$3. \text{ No. of shares per stockholder} \\ \frac{\text{x value of each share}}{\text{Amount distributed per stockholder}}$$

$$4. \text{ Stockholder's return} \\ \frac{\text{Stockholder's investment}}{\text{Stockholders profit.}}$$

## Evaluation

### Class discussion:

1. Did you enjoy your job in the corporation? Why or why not?
2. What are some factors involved in running a corporation smoothly?
3. How could we have run our corporation more smoothly?
4. How does efficiency in a corporation affect profit? (Bring out ideas about waste, talking on the job, etc.)
5. What are some expenses that a large corporation might have had that we didn't have? (electricity, building upkeep, repair of equipment, etc.)

Note: When figuring expenses you may want to deduct a suitable figure for expenses such as electricity, wages, etc.)

6. What kind of a risk are you taking when investing your money in stock?
7. Is a corporation always profitable?
8. What are some deciding factors in making a corporation profitable or unprofitable?

### CLUSTER:

#### Manufacturing

### SUGGESTED RESOURCE MATERIAL:

- |               |   |               |
|---------------|---|---------------|
| 687 L         | <u>Let's Go To A Clothing Factory</u>                   | (all schools) |
| 629.8 H       | Hirsch, Carl <u>Is Automation</u>                       | (L, M)        |
| 629.2 B       | Butler, Roger, <u>Let's Go To An Automobile Factory</u> | (all schools) |
| Filmstrip 330 | "Collar For Patrick: Buying Goods"                      | (M)           |
| Filmstrip 330 | "Daniel's Birthday: Choosing Goods"                     | (M)           |
| Filmstrip 330 | "Michael's Moon Store: Producing Goods"                 | (M)           |
| Filmstrip 323 | "Factory Workers"                                       | (Wi)          |

Date \_\_\_\_\_

Stockholder \_\_\_\_\_ R A \_\_\_\_\_ Shares \_\_\_\_\_

ISSUED TO \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

FOUR WAYS GOOD POPCORN, I.E.C. SHARES

NUMBER

THIS CERTIFIES THAT \_\_\_\_\_  
IS THE OWNER OF \_\_\_\_\_ SHARES.....  
OF FULLY PAID FOUR WAYS GOOD POPCORN, INC. STOCK

Witness the seal of the corporation and the signatures  
of its duly authorized officers.

DATE \_\_\_\_\_

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
President

SEAL

GRADE 4  
April  
01

RELATED SUBJECT AREA:

Math

OBJECTIVES:

To familiarize children with the ideas that a salary is a reward for work completed. To help children become aware of ways to plan their spending according to what money they have earned.

LEARNING ACTIVITY:

Talk about the word salary.

1. What does it mean?
2. When do you get a salary?
3. Have any of you ever gotten a salary?
4. How much did you earn?
5. Were you paid by the hour, the week, month, or what?
6. What did you do with your earned money?

Tell the children they are to assume they are working as a carry out boy or girl in a supermarket. They are being paid \$1.20 per hour for work.

Give each child a copy of the table that follows this page. On the table are listed the days they have worked and the times worked. They are to figure out the total number of hours and the total amount earned. When finished they should answer the questions at the bottom of the table.

Discuss the completed table with the class.

Extension:

Have them set up a budget telling exactly what they plan to spend their earned money on and how much they will spend on each item.

Key:

No. of hours

What you Earned:

2	\$2.40
2 1/2	3.00
2	2.40
1 1/2	1.80
4	4.80
8	9.60
3	3.60
2 1/2	3.00
2	2.40
1 1/2	1.80
4	4.80
8	9.60

41

\$49.60

1. 41
2. \$49.
3. 16 hours
4. 8 hours
5. Second week, 1
6. Answers will vary

# Work Schedule

Day	Time worked	No. of hours	What you earned
Monday	4 p.m. to 6 p.m.		
Tuesday	4 p.m. to 6:30 p.m.		
Wednesday	4 p.m. to 6 p.m.		
Thursday	4 p.m. to 5:30 p.m.		
Friday	4 p.m. to m.		
Saturday	8 a.m. to 5 p.m.		
Monday	4 p.m. to 7 p.m.		
Tuesday	4 p.m. to 6:30 p.m.		
Wednesday	4 p.m. to 6 p.m.		
Thursday	4 p.m. to 5:30 p.m.		
Friday	4 p.m. to 8 p.m.		
Saturday	8 a.m. to 5 p.m.		

TOTAL

## Questions:

- How many hours did you work in all? \_\_\_\_\_
- How much money did you make in all? \_\_\_\_\_
- How many hours did you work on Saturdays? \_\_\_\_\_
- How many hours did you work on Fridays? \_\_\_\_\_
- Did you work more hours the first week or the second week? \_\_\_\_\_  
How many more hours? \_\_\_\_\_
- Make a list of the things you would like to buy with the money you have received. (savings, food, clothes, gifts, help mom and dad)



GRADE 4  
April  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

1. To acquaint children with a variety of occupations and what is involved in them.
2. To give children an opportunity to learn to work well with others.

LEARNING ACTIVITY:

Make up a dittomaster with a list of occupations and the definition of those occupations. (A copy of one follows this page.)

Use a paper cutter to cut the names and the definitions into small strips.

Divide your class into pairs. Each pair must receive one of each of the strips, or the equivalent of one dittoed page. Then allow the pairs to go to work and try to match each occupation with its definition by manipulating the slips of paper on their desks.

Allow time so that at least half the pairs are finished or stumped. Then call time, and go through and discuss each occupation. The pair or pairs with the most correctly matched items are the winners.

## OCCUPATIONS

apprentice

longshoremen

upholsterer

blacksmith

cartographer

furrier

glazier

millwright

optician

horticulturist

milliner

archaeologist

doorman

podiatrist

caterer

The words and definitions on these two pages are in order so that the first word matches with the first definition, the second word with the second definition etc. The slips should be cut apart before giving them to the children.

## DEFINITIONS

- a. a person who works for another in order to learn a trade.
- b. a man employed on the wharves of a port, as in loading and unloading vessels.
- c. a person who covers furniture with material
- d. a person who molds and forms objects of iron
- e. a person who draws and designs maps
- f. a person who sets up type for printing
- g. a fur dealer or dresser
- h. a person who fits windows with glass or panes of glass
- i. a person who erects or repairs machinery in a mill
- j. a person who makes or sells eye glasses and instruments
- k. a person who cultivates, and cares for flowers, fruits, vegetables, and ornamental plants
- l. a person who designs, makes, or sells hats for women
- m. a person who studies prehistoric people and their cultures
- n. a door attendant of an apartment house, night club, hotel, etc.
- o. a foot doctor
- p. a person whose business it is to provide whatever foods or services are needed at a dinner party.

RELATED SUBJECT AREA:

Science (This would correlate nicely with Unit 8 "Weather in Your Life," in Science for Tomorrows World.)

OBJECTIVES:

To help children become aware of a meteorologist's responsibility to many other occupations.

LEARNING ACTIVITY:

Discussion:

1. What kind of a day is it outside?
2. Did we have any idea what kind of a day it would be before today?
3. Does anyone know what a person who studies and predicts weather conditions is called?

Lead to a discussion of the meteorologist and what his duties are such as predicting storms, etc. Discuss how we depend on the meteorologist from day to day. What are some ways that he helps us?

Give each student a dittoed copy of the thermometer that follows this page. Have him list on the temperature lines provided as many occupations as he can think of that rely on the meteorologist for their jobs. Some that they might list could include the construction worker, the airplane pilot, the farmer, the space industry, the ship navigator, the bricklayer, etc.

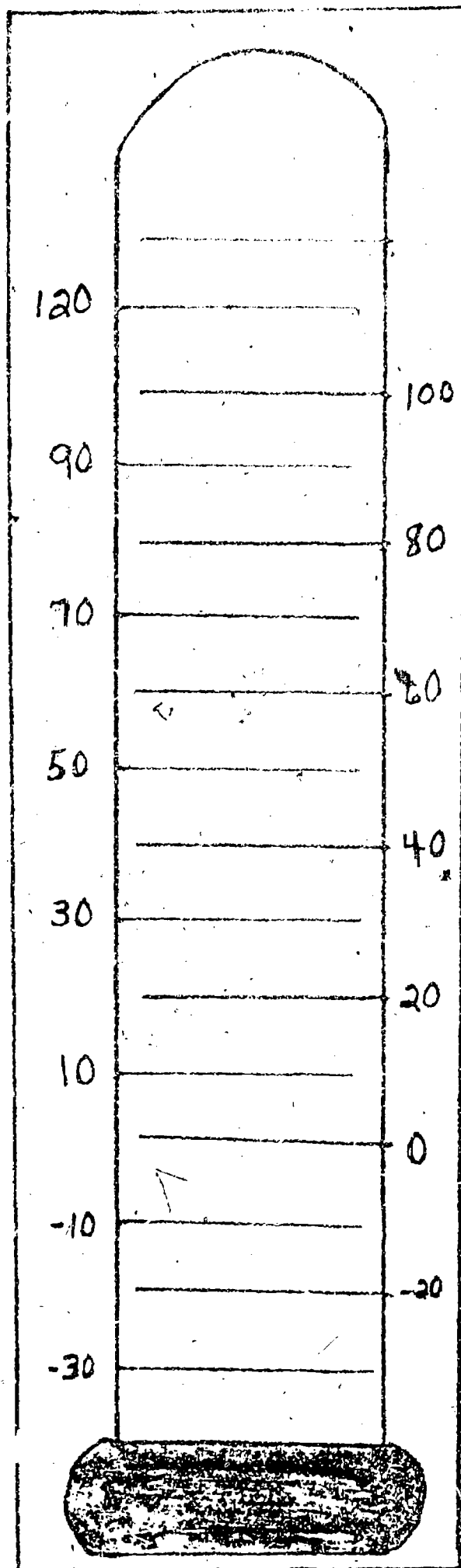
When they are finished, discuss the lists and have the children tell how the occupations they have listed depend on the meteorologist.

OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

551.5 Wolfe, Louis Let's Go To A Weather Station (L, R)  
W



GRADE 4  
April  
04

RELATED SUBJECT AREA:

Science (This would correlate nicely with Ch. 8 "Weather in Your Life" in Science for Tomorrow's World.)

OBJECTIVES:

1. To familiarize students with some of the duties and skills required of weathermen and meteorologists.
2. To reinforce the skill of graphing facts and figures.

LEARNING ACTIVITY:

Have the children watch the weather reports on television each night. They should jot down these things as they watch:

- |         |                                |
|---------|--------------------------------|
|         | 1. Relative Humidity           |
|         | 2. Temperature                 |
| Today's | 3. Wind velocity and direction |
|         | 4. Barometer reading           |
|         | 5. Forecast for tomorrow       |

Each day when these facts are brought to class, record them on a chart with headings similar to those on the sample chart shown on the next page. Compare forecasts with the weather that actually occurs.

1. Was the forecast accurate?
2. What things might have caused the forecast to vary?
3. What are some characteristics and skills needed to be a meteorologist?
4. Why and how are meteorologists important to us?

After a week or two, use the chart to prepare line or bar graphs of the temperature or wind velocity. (Humidity and barometer readings could be used, but there would be little variation.)

Extension:

Give the children a dittoed copy of the weather symbols used on weather maps. (A copy follows.) Discuss the symbols. Then ask the children to devise their own group of symbols to represent the weather conditions.

OCCUPATIONAL CLUSTER:

Environment Cluster

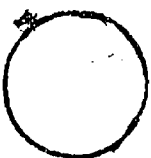
SUGGESTED RESOURCE MATERIAL:

551.5 Wolfe, Louis Let's Go To A Weather Station  
W (L, R)

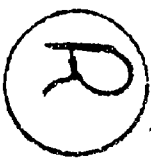
# Weather Chart

Temperature	Humidity	Barometer	Wind Velocity	Forecast	Actual Weather
6/10 78°	80%	29.6	15 mph	Partly Cloudy 78°-82°	Rained 74°-78° High 85° Wind 15

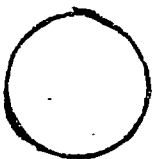
## Weather Symbols



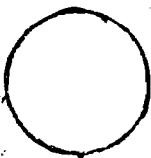
Clear



Rain



3-8 mph



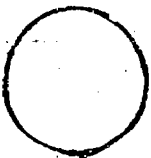
21-25 mph



Partly Cloudy



Snow



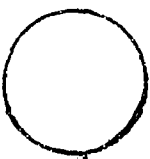
9-14 mph



Cloudy



Calm



15-20 mph

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

1. To show children the importance of being an efficient worker.
2. To show children how inefficiency on the job affects business and people.

LEARNING ACTIVITY:

Talk about the words "efficient" and "inefficient."

1. What do the words mean?
2. How could an inefficient worker hurt a business?
3. What are some things an inefficient worker does? (wastes time, is tired on the job, takes long breaks, talks with the other employees, forgets his tools, etc.)

Divide the class into groups of 4. Give, or let each group pick from a hat a slip of paper with an occupation listed on it. The group is to dramatize the inefficient worker vs. the efficient worker. Perhaps two people in the group could dramatize the efficient worker and two people the inefficient worker. Give them some time to discuss and prepare their presentation.

As an example, they could dramatize a carpenter who forgets his tools, who uses the wrong tools, who only picks up one board when he could pick up two. As another example, they could do the clerk who spends too much time sharpening pencils, smoking, visiting, etc. Some other occupations they might dramatize are:

- a typist
- a policeman
- a mailman
- a pilot
- a nurse
- a custodian
- a painter

Perhaps a discussion beforehand about some of the ways these people might be inefficient would be a good motivator for some good dramatizations.



GRADE 4  
May  
02

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To familiarize children with a variety of occupations.

LEARNING ACTIVITY:

Give each child a dittoed sheet with scrambled up occupations listed on it.  
(One follows this page.)

Give the children some time to unscramble as many of them as possible. You may want to let them work in pairs, and let them help each other.

When completed, discuss the unscrambled list with them. If time, let them make up their own scrambled occupations and exchange them with classmates.

Key:

1. carpenter
2. barber
3. tailor
4. teacher
5. welder
6. butcher
7. bookkeeper
8. nurse
9. mailman
10. milkman
11. farmer
12. policeman
13. pilot
14. cook
15. president

Unscramble the Occupations

1. aprnetcre

\_\_\_\_\_

2. bebrar

\_\_\_\_\_

3. alirot

\_\_\_\_\_

4. cehrtac

\_\_\_\_\_

5. dlewer

\_\_\_\_\_

6. cehrtu

\_\_\_\_\_

7. keeeprkobo

\_\_\_\_\_

8. senur

\_\_\_\_\_

9. mnaialm

\_\_\_\_\_

10. mklinna

\_\_\_\_\_

11. mrfera

\_\_\_\_\_

12. cliopenma

\_\_\_\_\_

13. lip

\_\_\_\_\_

14. kcoo

\_\_\_\_\_

15. drepisnte

\_\_\_\_\_

GRADE 4  
May  
03

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To show children that jobs differ in educational and experience requirements.

LEARNING ACTIVITY:

Preparation:

Have each child bring a newspaper to school, or over a period of time you may have collected enough so that each child will have one. It would be best if the newspapers are different dates or different papers.

Procedure:

Have the children turn to the Want Ad section of the paper. Discuss this section together. Have the children notice the different headings for jobs available. Discuss terms such as skilled and unskilled labor, experienced or inexperienced labor, etc. Have them each look at their particular section and analyze what jobs are available. List in columns the jobs that call for experience, those that need special training or college, those for an unskilled inexperienced worker. Have them label the job if it's specifically for a man or a woman, if the job ad gives hours or salary, have them write it down. As a class discuss the findings and record them on a large piece of tagboard in chart form. A sample chart follows.

Extension:

Have each child choose one of the jobs discussed and write a letter of application for that job. He should be sure to include his qualifications and previous experience they have had.

UNSKILLED BUT NO EXPERIENCE NEEDED	UNSKILLED BUT EXPERIENCE NEEDED	SPECIAL TRAINING	COLLEGE

GRADE 4  
May  
04

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To help children become aware of the different qualifications, skills, and characteristics needed for various occupations.

LEARNING ACTIVITY:

Have the class suggest several occupations that they are interested in. Write them down on the board as they are suggested. Then go back and discuss some of the qualities or skills these jobs require. Example: An architect must be interested in math and especially measuring. He should have an interest in designing. He has to be accurate and neat.

After the discussion, give each child a duplicated copy of this sentence:  
"Right now I want to be a \_\_\_\_\_. What do you think of my ideas?"

Have the children exchange papers with someone in the class and have that person evaluate his classmate's choice. When evaluating that person should ask these questions of himself:

1. What qualities does John have that would make him good at his choice?
2. What other occupations do you feel John might be interested in because of some special quality he has?

After the forms are completed, have the children discuss with the class and each other their evaluations of their classmates.

GRADE 4  
May  
05

RELATED SUBJECT AREA:

Science

OBJECTIVES:

To familiarize students with the many fields of science that offer work opportunities.

LEARNING ACTIVITY:

Begin with a discussion including things such as scientists study many different things, and that scientists that specialize in a specific area have a special title.

Read through the list of science specialists that will be used in the crossword puzzle. Hint to the children that the root word of the title may give them a hint about what they study.

Pass out the list of clues, the puzzle, and the words to choose from. Give them some time to complete the puzzle on their own. They may want to use a dictionary to help them.

When they have completed the puzzle, check the answers together in class and talk about what some of these scientists do. Which field would they enjoy most?

OCCUPATIONAL CLUSTER:

Environment  
Marine Science

SUGGESTED RESOURCE MATERIAL:

506.92 Z	Zarchy, Harry.	<u>What Does a Scientist Do</u> (L, R, W)
S I	Green, Carla	<u>I Want to Be a Scientist</u> (all schools)
551.4 W	Waters, John	<u>What Does An Oceanographer Do</u> (all schools)

Words to Choose From:

archaeologist

cytologist

meteorologist

agronomist

geneticist

physiologist

metallurgist

oceanographers

entymologist

pharmacologist

chemist

ecologist

economist

biologist

physicist

bacteriologist

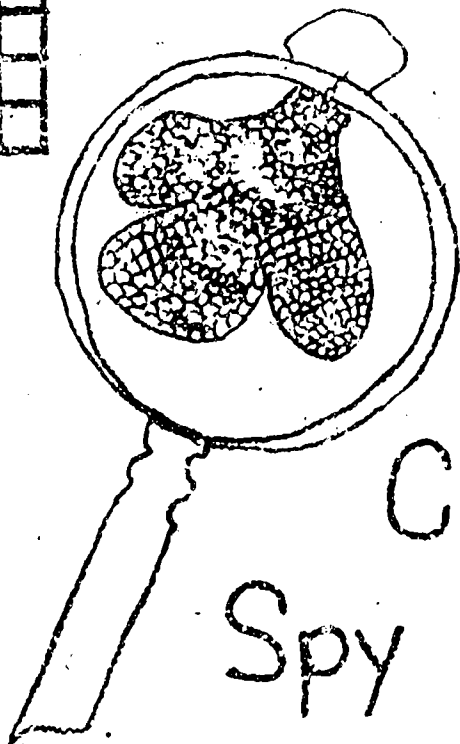
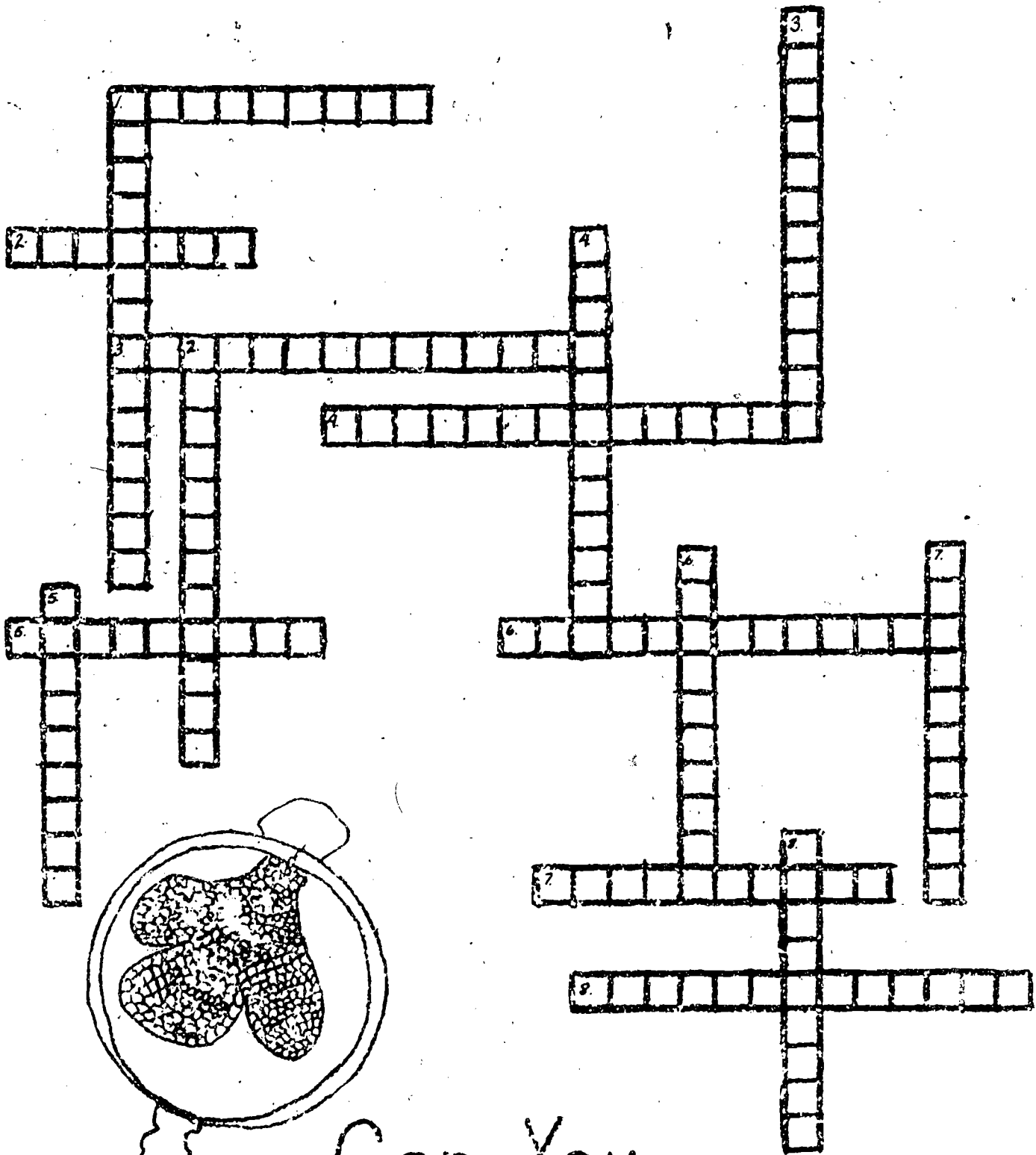
Across

1. a scientist who studies energy, matter, motion, and force
2. a scientist who works with chemicals to study and produce new products
3. Scientist who study the geography and make up of large bodies of water
4. a scientist who studies very tiny living organisms in foods, liquids, etc.
5. a scientist who studies the connection between man and animals and their surrounding environment or living area
6. a scientist who studies the air and how it affects weather conditions
7. a scientist who studies the make up of the body and how we inherit our body characteristics
8. a scientist who studies prehistoric fossils and ways of life

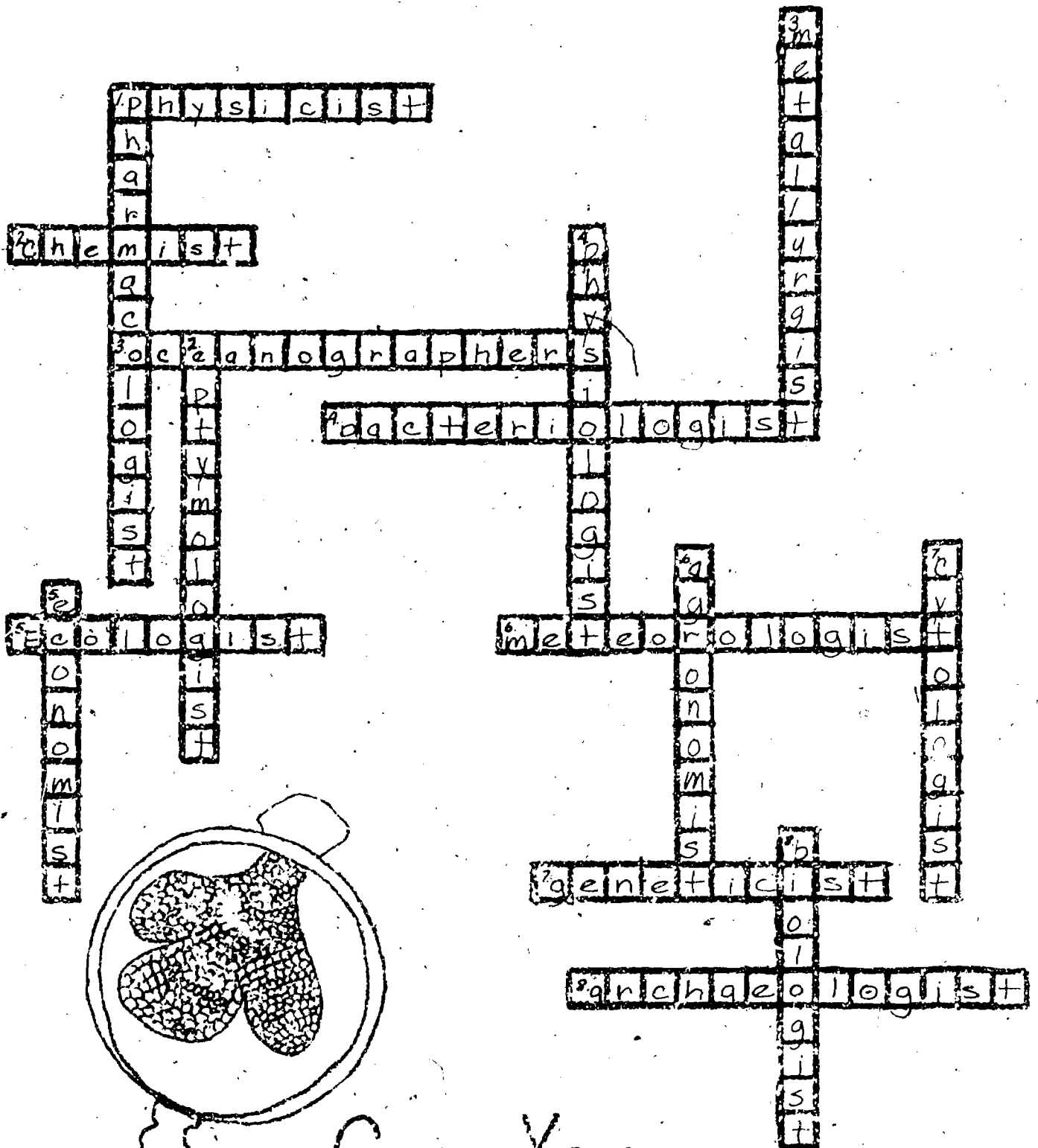
Down

1. a scientist who specializes in the make-up of drugs, pills, medicines, etc.
2. a scientist who studies insects
3. a scientist who studies the make-up of different metals and ores
4. a scientist who studies the parts of the body of living organisms
5. a scientist who studies the production, distribution, and using of goods and services
6. a scientist who studies the soil and the production of field crops
7. a scientist who studies structure of body cells
8. a scientist who studies all plant and animal life





Can You  
Spy the Scientists?



Can You  
Spy the Scientists?

# CAREER EDUCATION

The collage consists of 15 circular icons arranged in a circular pattern. The icons represent various career fields: a caduceus for medicine, a telephone for telecommunications, an octopus for marine biology, a tractor for agriculture, a treble clef for music, a shopping cart for retail, a gear for industry, a hard hat for construction, a forklift for transportation, a landscape with trees and a sun for nature, a paint palette for art, a map of Texas for geography, a flame for energy, a mountain range for environment, and a book and quill for education.

# GRADE 5

GRADE 5  
September  
01

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To identify personal characteristics and abilities and how they are relevant to work.

LEARNING ACTIVITY:

Begin with a discussion on ability; (physical, creative, academic, social, and mechanical) and interest; the enjoyment of, concern with, or curiosity about something. Have students ask themselves these questions:

1. Am I good in sports?
2. Am I a good student?
3. Do I learn to play musical instruments easily?
4. Do I attract others by my personality?
5. What one thing am I able to do better than anything else?
6. What things do I find difficult to do?
7. What kinds of things interest me?
8. What kinds of things bore me?
9. What things can I do better than most people?

Have the students summarize the ideas presented in the discussion and list their own personal characteristics and abilities.

Have the students now list 5 occupations and 2 personal characteristics which are needed and important in completing the work task.

Conclude by having students list ways in which they may have to change in order to become a doctor, tool and die maker, college professor, policeman, etc.

SUGGESTED RESOURCE MATERIAL:

World Widening Occupational Roles Kit SRA  
Junior Guidance Series Your Abilities

GRADE 5  
September  
02

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To develop an awareness to a variety of occupational categories, myths, and reality.

LEARNING ACTIVITY:

Discuss a variety of occupational categories (forest ranger, lawyer, businessman, veterinarian, teacher, politician, brick layer, carpenter.) Have the students state what they think of when they hear the word lawyer, for example. Some of their reactions might include areas of how these people dress and talk, their physical appearance, what they have to do in their work, and the good aspects of their job.

During the discussion it may be necessary to repeatedly point out that the students associate certain ideas with particular job titles (stereotypes.)

Discuss how certain job categories are a composite of many individuals, (eg. farmers--example of a worker who does see his product from the beginning to end, in many cases.)

GRADE 5  
September  
03

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Ancient Civilization pp. 1-15.)

OBJECTIVES:

To identify occupations which are present in the Owatonna community.  
To describe how local industries contribute to the Owatonna community and society.

LEARNING ACTIVITY:

Map exercise --

Have the students make a map of the city of Owatonna showing the industries of the city. The map could be used as a bulletin board display. Discuss how each of the industries contribute to the community of Owatonna. Possible points to include:

- a. location and size
- b. products produced or manufactured
- c. number of people employed
- d. types of occupations required for each industry to operate (salesman, welder, machinist)
- e. current changes being made
- f. predicted future changes

ENRICHMENT ACTIVITIES:

1. Students could be given an individual map and a list of industries and addresses so they may locate them.
2. Students could do research and make reports on the various industries.
3. Show Owatonna Industries slides and tape. Arrangements may be made through the elementary A.V. office.

SUGGESTED RESOURCE MATERIAL:

Owatonna City of Diversified Industry - Owatonna  
Chamber of Commerce, list of industries and addresses  
City map of Owatonna, Owatonna Chamber of Commerce  
977.6 Wesley, Edgar Bruce Owatonna, The Social Development of a Minnesota  
W Community (L-R-W)

# OWATONNA INDUSTRIES AND ADDRESSES

1. Bzoskie Sign Company	Hwy. 14 East
2. Cashman Greenhouses Inc.	739 W. Bridge
3. Crane Creek Asphalt Co.	Route #1 & Hwy. 14 West
4. Dawn Products Co.	204 W. Bridge St.
5. DeRose Industries	Park Drive-Industrial Park
6. Fabricated Wood Products	1051 Industrial Road
7. Federated Insurance Co.	129 E. Broadway
8. Gandy Company	Hwy. 14 East & Gandrud Road
9. General Equipment	Hwy. 14 East
10. Gopher Athletic Supply	711 N. Cedar St.
11. GTA Feeds	24th Ave. N.W. - Industrial Park
12. Hofmann Industries, Inc.	W. North St.
13. Hy-line Chicks	2030 S. Cedar St.
14. Jostens, Inc.	148 E. Broadway
15. King Company	1001 N.W. 21st - Industrial Park
16. Kummeth Mfg. Co.	850 Mosher Ave.
17. Meisel Violins, Inc.	Hwy. 14 East
18. Muckle Mfg. Co.	County Road 45 North
19. Musictronics	1826 S. Cedar
20. Northern Natural Gas Co.	Hwy. 218 South
21. Northwestern Bell Telephone Co.	216 S. Cedar
22. Nu-Built Co.	809 N. Cedar
23. Owatonna Campers	E. Rose Street
24. Owatonna Canning Company	105 W. North St.
25. Owatonna Concrete Products (Name change: Concrete Materials)	639 Riverside
26. Owatonna Elevator Co.	605 N. Cedar
27. Owatonna Granite Works	Hwy. 14 West and County Rd. 45
28. Owatonna Suppliers (Name change: Haskon, Inc.)	North
29. Owatonna Manufacturing Company	County Rd. 45 North
30. Owatonna Tool Company	County Rd. 45 North
31. P & B Constructors, Inc.	Eisenhower Drive
32. Poly Plastics Inc.	County Rd. 45 South
33. Southern Dairy Ass'n. (Name change: Associated Milk Producers, Inc.)	Mitchell Avenue
34. Steco Machine & Mfg. Co.	138 W. Front St.
35. Truth, Inc.	Mitchell Avenue
36. Tubeco Division Hofmann Industries Inc.	Florence Avenue
37. Uber Glove Co.	North Street
38. Varsi-Jac Inc.	308 Adams
39. Viracon, Inc.	237 E. Front
40. VonRuden Mfg. Co.	800 Park Drive - Industrial Park
41. Wenger Corporation	Park Drive - Industrial Park
42. Wildung Alfalfa Mill	90 Park Drive - Industrial Park
43. Yellow Freight Systems	Highway 3 North
	Park Drive - Industrial Park

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Ancient Civilization pp. 36-40.)

Language Art:

OBJECTIVES:

To explore the role of an archaeologist.

LEARNING ACTIVITY:

Discuss what an archaeologist does and how he contributes to our society. His work is an on-going study which includes: careful preparations, variety of skills, perseverance despite frustrations, and the excitement of discovery.

Have the students pretend that they are preparing a "time capsule." What objects would they select and why? Have them select words as well as objects; for example, what would an archaeologist make of terms "hot rod," "hot dog," "cool" (as slang,) etc.

ENRICHMENT ACTIVITIES:

1. Have students bring artifacts from home. Point out that fossils are not artifacts.
2. Collect pictures of tools used by an archaeologist (pickaxe, shovel, trowel, knife, brushes, camera, map, pen and paper, wax, plaster of Paris.)
3. Plan a trip to a museum to examine its collection of ancient art and artifacts.
4. Research and report on methods of dating used by archaeologists.
5. Write a short essay about the work of an archaeologist conducted during one day.
6. Report on Archaeological Research conducted in Dodge County.

OCCUPATIONAL CLUSTER:

Agri-Business and Natural Resource, Environment

SUGGESTED RESOURCE MATERIAL:

- 571 K Kubie, Nora Benjamin, First Book of Archaeology (1 each)  
571 J Ronald Jessup, The Wonderful World of Archaeology (1 each)  
National Geographic Magazine  
Junior Occupational briefs: Archaeologists  
913.03 G Glubok, Shirley, Art and Archaeology (1 each)\*  
913-WC White, Anne Terry, Lost Worlds, Adventures in Archaeology (1 each)  
913 W White, Anne Terry, All About Archaeology (1 each)  
913 F Fortiner, Virginia J., Science - Hobby Book of Archaeology (1 each)  
913 B Burland, Cottie Arthur, Adventure in Archaeology (M-R-W)  
913 B Brennan, Louis A., The Buried Treasure of Archaeology (1 each)



RELATED SUBJECT AREA:

Social Science and Language Arts

OBJECTIVES:

To explore the role of a historian.  
To emphasize the value of written communication.

LEARNING ACTIVITY:

Begin by defining a historian -- one who learns about the past by studying written records. Point out that the historian needs special language arts skills other than identifying and translating historical writings by using research material; selection of appropriate source, evaluation of information, note taking, outlining, and acknowledgement of source. Discuss and list different forms of written communication possibly used by past civilizations, such as Sumerian and Egyption civilization.

Our civilization has made efforts to preserve written records of our culture, technology, and values. Discuss with the class what is being done and have students list types of written records (not artifacts) we have that may help future historians learn of our existent ways of life (example cornerstones.)

ENRICHMENT ACTIVITIES:

1. Ask one group of students to make a code of pictures and signs to stand for each letter of the alphabet; have them use the code to write a message. Ask a second group to decipher the message. (Decipher one word so that students have something to go on.) Then ask the class to discuss the difficulty of translating words. Ask, "How does knowing the language of ancient peoples help us learn about their way of life?"

OPTIONAL:

1. Research and report:
  - a. The story of Rosetta Stone (to show how inscriptions in several languages enable us to work back to an unknown language.)
  - b. Cuneiform writing; who invented and used it, when it was used, and discovery of the key to this form of writing.
  - c. The need for record keeping and how it brought the invention of writing.
  - d. Great contributions of ancient civilizations (they have given us the calendar and the alphabet.)
  - e. Famous historians (check with the encyclopedia under history for a list.)

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit, Junior - Occupational Briefs: Historians

RELATED SUBJECT AREA:

Science

OBJECTIVES:

To help the student examine occupations in terms of his current life.

LEARNING ACTIVITY:

The study of science is directly related to the preparation for many occupations, but it is also important for the student who does not intend to make a career in this field to realize how important basic scientific understandings are for everyday life. In order to achieve this goal, students may be given a series of projects which can relate to all science activities during the year.

Following are sample projects which could be presented to the students early in the year.

1. Have students bring in newspaper and magazine articles describing scientific discoveries and the importance of science in modern times.
2. Prepare a bulletin board showing the contributions of science to agriculture, health, transportation, communication, and other fields. Use the bulletin board material as the basis for a class discussion on the importance of science to national defense and the promotion of international affairs.
3. Have students clip help-wanted advertisements from the classified section of the newspaper. Discuss the importance of scientific occupations in national and international affairs.
4. Help the class develop a list of hobbies in which scientific knowledge and skills are helpful. Encourage students without hobbies to consider some of those listed.
5. Have students keep records of their sparetime activities for a week. At the end of the week discuss the applications of science in their recreational pursuits.

### Enrichment Activity

Below is a list of specific material that is studied in science. Have students list occupations and relate them to everyday life and future careers.

1. Separation of mixtures
  - a. pharmacist
  - b. cook
  - c. dietician
  - d. photographer
2. Density
  - a. gas station attendant
  - b. boat building
  - c. pilot
  - d. fireman
3. Occupations involving mass calculations
  - a. nurse
  - b. geologist
  - c. housewife
4. Gases
  - a. coal miner
  - b. scuba diver
  - c. chemist
  - d. refrigeration repairman
5. Thermal expansion
  - a. truck drivers
  - b. construction engineer
  - c. housewife-chef
  - d. pop bottlers
6. Ratio and proportion
  - a. baker
  - b. engineer
  - c. conservationist
  - d. teacher
  - e. race track driver
7. Volume
  - a. "wise" consumer
  - b. store clerk
  - c. carpenter
  - d. mason
  - e. photographer

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To explore the idea of how effective work habits relate to accepting responsibility.

To emphasize that good work habits prepare us for future careers.

LEARNING ACTIVITY:

Begin discussion by asking students what some of their daily tasks and jobs are. Have them list their tasks individually on a sheet of paper. After each has listed his individual tasks, ask the students about the good work habits they have developed to carry each job. Have students also list the work habits on paper. Things mentioned by students might include beginning and getting work done on time, accepting extra assignments without complaining, and being responsible for each job.

Following this, ask students how accepting extra assignments will be setting a pattern that will benefit them for future employment. Point out, if not mentioned in the discussion, that in some types of work there are peak periods; times when the pressure of work is heavier than usual and overtime is necessary. The workers usually are paid for overtime, but it is still inconvenient to work past the normal hour and get home late. Emphasize also that if a student uncomplainingly accepted extra assignments in school, at home, or in the neighborhood, he will be better prepared for the inconvenience of overtime at work.

Conclude the discussion by emphasizing that by getting work done on time, they will have the same attitude toward work. Students will not put things aside to be done tomorrow when they should be done today. They will not choose and do the easy things and leave more difficult matters for someone else to handle.

On the same sheet of paper that the students listed their individual tasks and good work habits, now have them conclude by listing possible ways they can improve their present work habits.

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit SRA The Job in Your Future p. 9

GRADE 5  
October  
02

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with Chapter 4 p. 51 of New Directions in English 5.)

OBJECTIVES:

To help the student expand his knowledge of career information and identify career opportunities.

LEARNING ACTIVITY:

Have each student imagine he is a Martian archaeologist of the year 4,000 A.D. The only evidence about life in the 20th Century is a can of T.V. commercials found in the ruins. The can contains commercials about soap, toothpaste, cigarettes, coke, aspirin, gasoline, razor blades, nylons, and Pepsi.

Based on the information found in these advertisements, what report would you make on the extinct civilization of the Americans of the 20th Century?

Following this have the students decide what tasks and jobs would be involved in this activity.

RELATED SUBJECT LIST:

Social Science (This activity may be correlated with Ancient Civilization pp. 60-61.)

OBJECTIVES:

To develop an awareness of how we live in our society (community.)  
To illustrate and/or record information of our immediate culture.

LEARNING ACTIVITY:

Have the students record information about our immediate culture by using the questions on the activity sheet, which are similar to those found on page 60 of Ancient Civilization. Students may be divided into 7 groups with each group assigned to each of the 7 areas concerning the makeup of a culture. Answers to the questions might be recorded in a class booklet made of chart-size tagboard, illustrated with drawings, magazine or newspaper pictures and articles. The charts can be bound with large loose-leaf metal rings: in this way individual charts can be removed for display or review if necessary or each student could compile his own notebook and title it "Owatonna--Our Community."

SUGGESTED RESOURCE MATERIAL:

997.6 W Wesley, Edgar Bruce, Owatonna, The Social Development of a Minnesota Community.

Name \_\_\_\_\_

QUESTIONS ABOUT A CULTURE--OUR OWATONNA COMMUNITY

1. Geography

1. What is the land like?
2. What have or are men doing to the land?  
(Do research about the quality of land, lay of the land, and conservation methods used.)

2. Economics

1. How are our goods produced?
2. How are goods exchanged or traded?
3. How is money used?
4. How are the manufactured goods distributed?  
(Record information on Owatonna industries, goods manufactured, and local types of transportation.)

3. Religion and Philosophy

1. What do the people believe about God or the gods?
2. What do the people believe about the meaning of life?
3. What do the people believe about right or wrong?
4. How do the beliefs affect the people's lives? (Research on various church and religious affiliations in Owatonna--and their involvement in the community.)

4. Knowledge, Education, and the Arts

1. Have the people developed any new knowledge?
2. What kind of knowledge do the people of our community think is important?
3. What can we learn regarding the buildings, music, and books? (Research on schools, courthouse, library, law enforcement building, churches.)

5. Political Science

1. How are we governed?
2. What kinds of laws do we have? (Research on local government: mayor, city manager, city assessor, city attorney, city engineer, city auditor, councilman, city clerk, city treasurer, municipal judge.)

Name \_\_\_\_\_

6. Sociology

1. Do we live in groups such as families?
2. Are there rich and poor families?
3. Are there slaves?

(Research on social and welfare work done in Owatonna, population, number of single and multifamily dwellings (contact city clerk,) customs, traditions, social problems, growth, and problems of the community.)

7. History

1. Has there been much change in our community?
2. Are we changing slowly or quickly? Explain. (Research 997.6 W Owatonna--  
The Development of a Minnesota Community, Wesley. (L-R-W)



RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Ancient Civilization pp. 99-104.)

OBJECTIVES:

To develop an understanding of the role and requirements of a sociologist.  
To compare the family life in Sumer to the family life in the United States today: e.g., makeup of the family; father as head of the household; women in business.  
Discuss whether societies change gradually or quickly.

LEARNING ACTIVITY:

Begin by discussing the typical American family. (makeup of the family, father as head of the household, role of the mother, children) Have the students compare the family of Sumer to that of the family life in the United States.

1. makeup of the family
2. head of the household
3. women in business

Some of the important differences the students should note are:

1. Sumerian women and children could be sold as slaves to satisfy debts.
2. Disobedient children could be sold by their parents.
3. Children were required to obey older brothers and sisters.
4. Parents arranged children's marriages.
5. Only Sumerian boys of upper class were able to go to school; boys and girls of all social strata are required to go to school in the United States. Sumerian schools were professional schools, geared to turning out men who could earn their living as scribes.

Following this, discuss whether societies (a group of persons living together as members of a community) change gradually or quickly. Encourage them to cite examples from American history as well as from what they have changed in Sumer (laws, inventions, discoveries, size of cities, degree of division of labor, trade.)

Following this, ask students, "What part of the study of culture have we been talking about?" Refer them to p. 60--Sociology--Have the student check the definition in the back of the book. Mention that the study of sociology adds to man's knowledge of his society. Next go over the study sheet on the sociologist and allow them to do research.

Following the completion of the activity sheet, go over it with the students. You may want to conclude by making it known that opportunities in sociology will continue to increase and that they include teaching, research, and social work.

ENRICHMENT ACTIVITIES:

1. Do research on social welfare organizations such as the YMCA-YWCA.
2. Talk to sociologists in different fields--college teaching, welfare work, government work, courts, and penal institutions.

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit  
Junior Occupational Briefs--Sociologists

Name \_\_\_\_\_

THE SOCIOLOGIST--FIELD OF SOCIOLOGY

ACTIVITY SHEET

Vocabulary words

1. case study
2. caste
3. class
4. culture
5. group
6. interaction
7. mobility
8. prejudice
9. sociology

1. List the 6 major divisions or areas of the field of sociology.
2. What are the primary objectives of a sociologist?
3. What are some causes for social change? (Changes in our society)
4. Who gave sociology its name? (World Book Encyclopedia, Vol. 17)
5. What career opportunities are there for a sociologist?
6. What are the educational requirements of a sociologist?
7. What special skills and interests are desirable for one who is interested in a career of sociology?

GRADE 5  
October  
05

RELATED SUBJECT AREA:

Science (This activity may be correlated with Unit 3 in Science for Tomorrow's World.)

OBJECTIVES:

To develop an awareness of the career opportunities related to the field of botany.

To expose students to the interrelationships and interdependence between jobs in this area.

LEARNING ACTIVITY:

Begin a discussion relating the study of science to the scientist himself. Get pupils to identify themselves with the scientist and his work. Then introduce the work "botanist" to them and ask if they know what a botanist is or what he does.

After students have an understanding that botany concerns itself with every aspect of plants, go over activity sheet with students which may be done individually or as a group project.

After students have completed the activity sheet, go over it with the class.

ENRICHMENT ACTIVITIES:

1. Get two potted plants (geraniums.) Place one on its side toward window and the other erect nearby. Observe changes in growth of stems and branches. What is happening? Are there any changes taking place in either plant?
2. Have students develop a list of hobbies in which scientific knowledge and skills are helpful.
3. List scientific and related occupations of the field of botany.
4. Have students bring newspaper and magazine articles describing scientific studies and discoveries.

SUGGESTED RESOURCE MATERIAL:

581 Fenton, Carrol Lane, Plants that Feed Us, 1956

Name \_\_\_\_\_

BOTANY--STUDY OF PLANTS

ACTIVITY SHEET

1. What is the work of a botanist?
2. Check with an encyclopedia (World Book) and explain the study of the different areas of botany (Example: Taxonomy is \_\_\_\_\_.)
3. Why is the study of plants vitally important to man?
4. What did early botanists study? Who were the first botanists?
5. What did Aristotle and his pupil Theophrastus contribute to the field of plant science?
6. What did the Swedish botanist Linnaeus discover?
7. How does the microscope help botanists?
8. What are Botanical Gardens?
9. Name one Botanical Garden in the United States and briefly describe it.
10. Name one Botanical Garden in another country and briefly describe it.

RELATED SUBJECT AREA:

Math (This activity may be correlated with Unit 5 Measurement: Area pp. 65-76.)

OBJECTIVES:

To develop an awareness of how the knowledge of measurement is necessary for a homeowner as well in an occupation such as a landscaper. (landscape architect)

LEARNING ACTIVITY:

Sod is sold by square yards (either  $1\frac{1}{2}$ " x 6" or 1" x 9".) Suppose sod costs 50¢/cut, hauled, delivered, and laid and 25¢/yd. cut but buyer must pick it up, haul, and lay it himself.

1. Students are to calculate the cost for an area 15 yds. x 9 yds.
  - a. at 50¢ 1 yd. (\$67.50)
  - b. at 25¢ 1 yd. (\$33.75)
  - c. amount saved by owner doing work himself (\$33.75)
2. Students are to calculate the cost for an area 30' x 18' (1 x w) ÷ 9
  - a. at 55¢ 1 yd. (\$33.00)
  - b. at 25¢ 1 yd. (\$15.00)
  - c. difference between a. and b. (\$18.00)

ENRICHMENT ACTIVITIES:

1. Have students measure a particular area of the school yard or at home and figure out the cost of laying sod both places. (May wish to check on current prices. Nagel Bros. Sodding Southern Minnesota Sodding and Landscaping.)
2. Have students do research on:
  - a. kinds of landscape architects
  - b. education required
  - c. where jobs are found
  - d. earnings and work week
  - e. American Society of Landscape Architects

OCCUPATIONAL CLUSTER:

Construction Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit - Junior Occupational Briefs - Landscape Architects

RELATED SUBJECT AREA:

Reading (This activity may be correlated with Bold Journeys following p. 140<sup>2</sup>)

OBJECTIVES:

To profile the cattle and oil industries and show the effect they have on the state of Texas.

To show cattlemen's and oilmen's dependency upon highly developed technology.

To examine economic relationships between the oil industry and Houston, the boom city oil helped to create.

LEARNING ACTIVITY:

Begin by handing out the map of the Texas area and have students check with Magic Words, p. 133, or the encyclopedia on Texas and locate cattle trails during the 1800's on the map. Also locate on the map, areas where the state's leading beef cattle are now grown.

Students also should check in the encyclopedia to find out additional information on petroleum products and locate on the map where the state leads in petroleum production.

Hand out the study guide and go over it with the students. Show the filmstrip and tape. Afterwards, discuss the questions on the worksheet and have students write down their own ideas to the questions.

ENRICHMENT ACTIVITIES:

1. Find out how petroleum was created and how it is refined into petrochemicals.
2. Make drawings and models of the two processes.
3. Make charts and maps showing the leading petroleum-producing states in the United States.

OCCUPATIONAL CLUSTER:

Agri-Business and Natural Resources

SUGGESTED RESOURCE MATERIAL:

Singer, S.V.C. Focus on America--The Near West Region; Texas: Land of Cattle and Oil, filmstrip and tape A 250-8 and teacher's guide.

Name \_\_\_\_\_

TEXAS: LAND OF CATTLE AND OIL

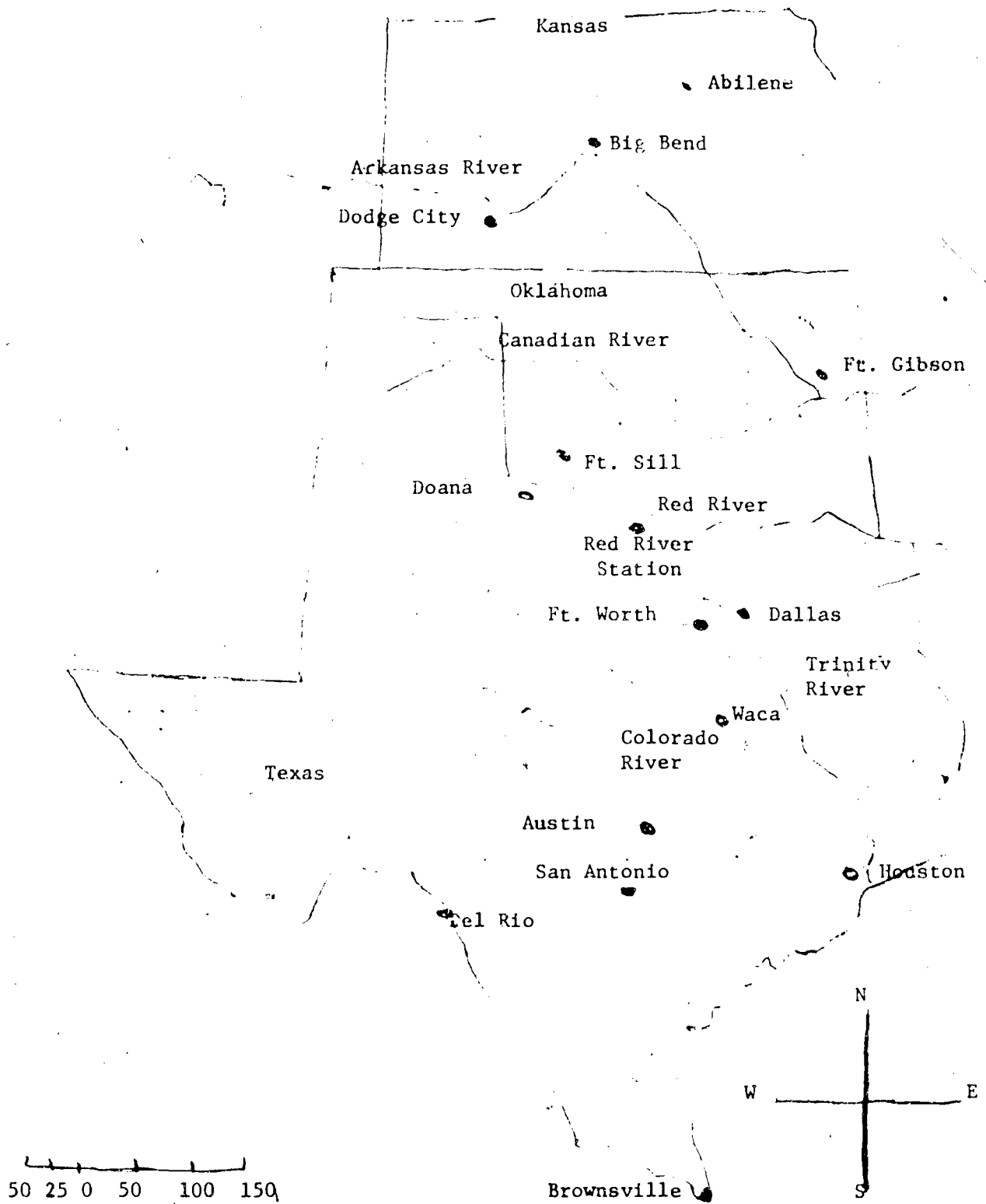
Vocabulary words and phrases

- |               |                    |
|---------------|--------------------|
| 1. arid       | 8. geologist       |
| 2. auction    | 9. open ranges     |
| 3. branding   | 10. petrochemicals |
| 4. corral     | 11. petroleum      |
| 5. cow-dogs   | 12. roughneck      |
| 6. derrick    | 13. round-up       |
| 7. stockyards |                    |

1. What geographic features of Texas made it suitable for the cattle industry in the 1800's?
2. How has cattle ranching changed since it was begun in the state?
3. Why is petroleum such a valuable natural resource?
4. Why is drilling for oil such an expensive operation?
5. How has the oil wealth of Houston been used to benefit the people of the city?
6. How does Houston compare to our community of and near Owatonna?



KANSAS--OKLAHOMA--TEXAS



RELATED SUBJECT AREA:

Reading, Language Arts, and Social Science

OBJECTIVES:

To develop an awareness to the workers that affect each student's life during the school day.

To recognize the role work plays in one's life style.

LEARNING ACTIVITY:

Conduct a class discussion concerning all the workers that affect each student's life during the school day. Record a list of the workers on the chalkboard. Some of the workers might be: teachers, principals, secretaries, custodians, bus drivers, cooks, policemen, milkmen, farmer, breakfast food manufacturers, construction workers, factory workers, etc.

This could be a good time to review the cluster concept. Different careers listed should be put into clusters to illustrate to the class that we are dependent on all types of work. Lead students to understand that all work is important in keeping our school in operation.

ENRICHMENT ACTIVITY:

Discuss the conditions that would exist if the school would have to continue without the services of the custodian. Have the custodian in for a class interview to reveal all of the responsibilities of his work especially those not seen by the students.

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To explore the idea of a person's self-perception.

LEARNING ACTIVITY:

Discuss the idea that the real you is more than how you look or how you act. It is made up of many parts. You include:

1. your body--the outside of you that everybody sees; your five senses
2. all your talents and skills or lack of them
3. your thoughts, your feelings--the way you act every day, the way you feel about yourself, about your family, about the future
4. your experiences--all of the things that have happened to you since the day you were born

List personal traits on the board during discussion and conclude with having students write a short essay on how a student sees himself.

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit  
SRA - Junior Guidance Series "All About You"

7

RELATED SUBJECT AREA:

Art, Language Arts

OBJECTIVES:

To help the student expand his knowledge of career information and identify career opportunities in the community. (salesmen and commercial artists)

LEARNING ACTIVITY:

Have the student bring an empty container of a food product that is marketed. The student is to study the container, front, back, and side panels; then redesign the container to be more attractive and a better salesman for the product. Present this to the class and the product's best salesman.

Have the students discuss all of the people and occupations needed to produce, manufacture, distribute, and sell the product.

ENRICHMENT ACTIVITIES:

1. Choose a certain product (like gasoline, detergents, shampoo, cake mixes, automobiles, pre-packed foods, clothing, sporting equipment, televisions, or appliances) and work out a presentation showing different techniques and devices used to try to sell these products. How do they try to get your interest? Show different approaches that can be used to sell basically the same products.
2. Research and report on the sales occupations and related fields.
3. Research and report on commercial artists.
4. Notice pictures, colors, and lettering in magazine advertisements.

OCCUPATIONAL CLUSTER:

Consumer and Homemaking Related Occupations Cluster  
Marketing and Distribution Cluster

RELATED SUBJECT AREA:

Science Social Science

OBJECTIVES:

To develop an awareness to the role of a geologist.

To familiarize the students to the opportunities and areas in which a geologist may do work.

LEARNING ACTIVITY:

Begin by displaying samples of fossils, rocks, and soil. Ask students, "What occupation and area of study deals with the research of these?" - Then have the students check with the dictionary on the definitions of "geology" and a "geologist" (the science that deals with the physical history of the earth, the rocks of which it is composed, and the physical changes which the earth has undergone or is undergoing; person who specializes in geologic research and study.)

Following a brief discussion of what a geologist does, pass out to the students and briefly go over the activity sheet on the geologist.

When students have completed the sheet, conduct a class discussion on the material and information they found.

Have the students, if possible, bring fossils, fossils in limestone or sandstone and discuss the various kinds of fossils.

ENRICHMENT ACTIVITIES:

1. Experiment: Materials needed - shells, leaves and twigs, coffee can, cake pan (aluminum paper plate,) plaster of Paris. Mix some plaster of Paris in an empty coffee can. Pour the mixture into a cake pan (aluminum paper plate.) Press shells, leaves, and twigs into the mixture, then remove them. Allow plaster to harden. Prints are left in plaster. (It is wise to coat leaf or twig with vaseline or glycerine.) Coat container, too. Coating prevents plaster from sticking to the pan and leaf when it hardens.
2. Build a geologic calendar or timetable in the classroom showing the 6 geologic eras.
3. Find newspaper and magazine articles on the moon walks and of the geologists' study of the moon's surface and rocks. Also students may put up a bulletin board display of the information found.
4. Study and report on the information found on the different geologic eras.
5. Study and report on the history of geology (ancient Greeks, Romans, Renaissance, The Rock Debate, experimental geology.)
6. Illustrate tools and equipment of a geologist.
7. Report on the important contribution to geology Sir Charles Lyell made in his book, Principles of Geology.

OCCUPATIONAL CLUSTER:

Environmental Cluster

SUGGESTED RESOURCE MATERIAL:

Name \_\_\_\_\_

THE GEOLOGIST

1. Define the terms "geologist" and "geology."
2. What is physical geology? Historical geology?
3. What are fossils? Why do geologists study fossils?
4. List interests, hobbies, and skills which would be beneficial for one interested in geology.
5. What high school courses would a student select if he plans to attend college to become a geologist?
6. What are the educational requirements of a geologist?
7. What job opportunities are available for a geologist?
8. What is the largest single employer of geologists in the United States?
9. What areas may geologists specialize in?
10. List the different kinds of tools and equipment a geologist uses in his work.
11. How is the geologist important in connection with our moon exploration?

RELATED SUBJECT AREA:

Math

OBJECTIVES:

1. Develop an awareness that a variety of mathematical concepts are needed and used by many workers each day.

LEARNING ACTIVITY:

Pass out activity sheet to students. Students may work individually or together in small groups. Go over the sheet with the students and then have them complete the sheet.

When they have finished, go over the sheet with the students and emphasize how many mathematical skills are used unconsciously every day.

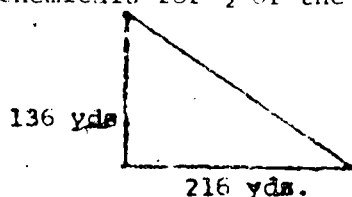
Key to activity sheet

1. 7344 square yards
2. 4 quarts; \$19.16
3. 12 yards; \$59.40
4. 12 boxes; \$44.16
5. 102 tile; \$13.77
6. example; baking, serving, purchasing groceries
7. examples; painting, building, purchasing, lawn and garden fertilizer
8. examples; handling allowance and savings, buying candy and gifts, receiving change

Name \_\_\_\_\_

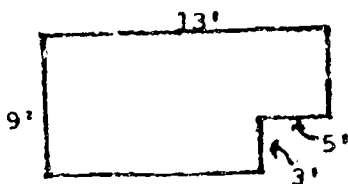
ACTIVITY SHEET

1. A farmer is applying a triangular field. Suppose he has only enough chemicals for  $\frac{1}{2}$  of the field. How many square yards will he have to do?



2. A father plans to paint the walls of the den. The floor dimensions are  $12' \times 13'$ . The ceiling is  $8'$  from the floor. How many square feet of wall space is there? Suppose 1 quart of paint covers 100 square feet. How many quarts of paint would be needed to paint the room? How much will it cost at \$4.79 a quart?
3. A mother plans to make new draperies for the living room windows. The length and width of material needed for one window will be  $12' \times 14'$ , and the other two will be  $5' \times 6'$  each. How many square yards will she need to buy? What will be the cost at \$4.95 a square yard?
4. Greg's father would like to put tile on parts of 3 walls in one room. The areas are  $6' \times 5'$ ,  $6' \times 3'$ , and  $6' \times 8'$ . A box of tile costs \$3.68 and covers 8 square feet. How many boxes will Greg's father need? How much will it cost Greg's father to tile the room?

5. Jeff would like his ceiling to be retiled. The dimensions are:



How many 1 foot square tile are needed? What will the cost be at 13.5¢ apiece?

6. List activities that a mother does that require some type of mathematical skill. What skills are necessary?
7. List activities that a father does and what skills are required?
8. List activities you do at home which require mathematical skills?



RELATED SUBJECT AREA:

Language Arts, Reading, Social Science, Science, and Math

OBJECTIVES:

To develop an awareness to a child's ability.  
To develop a feeling to self-confidence in his abilities.  
To further develop oral communication skills.

LEARNING ACTIVITY:

Have the students briefly discuss what they feel abilities and interests are and have them explain what they feel they are interested in and can do well in. The following questions may be used.

1. How well do you do your school work?
2. What school subjects have you enjoyed most? Why?
3. When you read outside of school, what do you read? Why?
4. What subjects do I like best? Why?
5. What hobbies and leisure activities do you enjoy most? (sports, musical activities)

Have each student or a group of students work up a demonstration about something they feel they can do well. Such as tie a square knot, wire a bell to a dry cell, demonstrate how to make cookies, how to make popcorn, etc.

ENRICHMENT ACTIVITIES:

1. Students could give a short demonstration on how to care for a musical instrument, or play or sing a particular song.
2. Students could do research and/or work up a demonstration about something they are interested in doing and feel they could succeed at.

GRADE 5  
December  
02

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To develop an understanding of how work and leisure pursuits are related.

LEARNING ACTIVITY:

Have the students define leisure time and work time and list a variety of leisure time and work time activities. Discuss the necessity to plan time carefully so that one has time for both work or chores, homework, and recreation.

Have the students now discuss why an activity is an occupation for one and a leisure time activity for another and make a list of those mentioned. Students can identify skills they learn in school or work which make their leisure time more enjoyable.

ENRICHMENT ACTIVITIES:

1. Research of how leisure time is spent in other cultures.
2. Discuss what the sports heroes do for leisure.

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit

SRA - Junior Guidance Series - Make Your Study Hours Count

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with Chapter 7 pp. 95-107 of New Directions in English 5.)

OBJECTIVES:

To help students determine the differences and similarities between job types in rural and urban communities.

LEARNING ACTIVITY:

Divide the class into groups of 3 or 4; they are to look through the yellow pages of two telephone directories. (Possibly one of the Owatonna; another of Waseca, New Richland, Ellendale, Claremont, or Blooming Prairie.) Through an introductory discussion, point out the uses of the directories. Have the students give examples of how the telephone directory has been of help to them. Be sure to point out that services as well as goods are available through the yellow pages.

Let each group page through the books. Have them note the size of the two books, and hypothesize on the size difference.

Let the students compare some of the goods and services available in each book. Discuss the wants and needs of each area. Discuss the occupations available in each area.

Questions for class discussion..

1. Which directory offers more?
2. Why does a city directory have more goods and services represented?
3. Are there any goods or services found in one directory which was not found in the other?
4. If you live in a small town, what might be the most important areas of interest to you?
5. If you live in a large city, what might be the most important areas of interest to you?
6. From what has been seen in the yellow pages, where would you like to live? Explain.

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To develop an awareness of how our present life and culture are constantly changing.

To examine history and present lives of Spanish-American and their continuing conflict with federal government over land.

To show how recent attempts have been made to derive economically deprived regions, through self-help programs such as agricultural cooperatives.

LEARNING ACTIVITY:

Hand out the activity sheet.

Begin by discussing with students how our way of life is constantly changing. Following the discussion of our changing culture, mention that we will be seeing a filmstrip called "The Spanish-Americans of New Mexico," which shows how their way of life has changed over the years and what problems have arisen, especially pertaining to economics.

Next go over the vocabulary words, phrases, and discussion questions. Show the filmstrip and play the tape. Following the filmstrip, go over the activity sheet with the students.

ENRICHMENT ACTIVITY:

Obtain information about Reies Tijerina and the courthouse raid in Tierra Amarilla. Using the information, stage a trial with lawyers, witnesses, judges, and jury. Present evidence and have witnesses give testimony. Have the jury give a verdict regarding the case of Reies Tijerina.

SUGGESTED RESOURCE MATERIAL:

Suggested: Singer SVE Focus on America -- The Near West Region--The Spanish Americans of New Mexico -- filmstrip and tape.

Name \_\_\_\_\_

## ACTIVITY SHEET

### THE SPANISH-AMERICANS OF NEW MEXICO

Questions about our changing culture -- our changing way of life in and near Owatonna.

Geography - What are we doing with our land?

Economics - How are goods produced, traded, and distributed?

Religion and Philosophy - What do we believe about God or gods? Do our beliefs affect our lives?

Knowledge, Education and the Arts - Are people developing new knowledge? What kind of knowledge is important to us?

Political Science - How are we governed?

Sociology - Do we live in groups? (family, rich, poor, slave, racial)

History - Is there much change in our society? (People living together as members of our community)

Vocabulary words and phrases:

- |                        |                |
|------------------------|----------------|
| 1. adobe               | 8. craftsmen   |
| 2. ancestor            | 9. inherit     |
| 3. annexed             | 10. land grant |
| 4. citizen's arrest    | 11. legacy     |
| 5. co-op               | 12. poverty    |
| 6. cooperative farming | 13. pueblo     |
| 7. welfare             |                |

Discussion and review questions:

1. How did Samuel Cordova earn a living for his family?
2. What problems exist today between descendants of Land Grant settlers and the federal government? How did these problems come about?
3. What new ways are being tried to preserve the land and culture of many Spanish-American people?

GRADE 5  
December  
05

RELATED SUBJECT AREA:

Science (This activity may be correlated with Science for Tomorrow's World  
Ch. 5 pp. 122-165.)

OBJECTIVES:

To develop an awareness to the work of a pharmacist.  
To develop an awareness to the wide variety of job opportunities of pharmacists.

LEARNING ACTIVITY:

Begin with a discussion of what the students feel the role of a pharmacist is and how he contributes to the community. Following this, hand out the activity sheet on the pharmacist. Students may work individually or in small groups.

After students have completed activity sheet, discuss the research material they found.

ENRICHMENT ACTIVITIES:

1. Do research on drugs (the care, handling, and storing of drugs.)
2. Students may write an essay on the necessity of a pharmacist to be alert and perfectly accurate. Include how students can now prepare themselves and develop skill becoming conscious of being alert and accurate.
3. Collect and study labels on patented or prescription drugs to see what the products contain. Note similarities and differences in the same items such as aspirin or cold capsules, produced by several manufacturers.
4. Make a bulletin board on "The Pharmacist and His Work." Have students collect pictures and magazine articles on the pharmacists, his work, research, and drugs.

OCCUPATIONAL CLUSTER:

Health Service Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit - Junior Occupational Briefs - Pharmacists

615 Thompson, Francis, About Jerry and Jimmy and the Pharmacist

T

Name \_\_\_\_\_

## THE PHARMACIST

### Vocabulary words and phrases

1. antisepti
2. apothecary
3. chemical properties
4. compound (verb)
5. ingredients
6. meticulous
7. prescription
8. pharmaceutical houses
9. pharmacist
10. pharmacology
11. pharmacopea
12. shelf life
13. stock
14. wholesale drug company

### Research Questions

1. What is the main duty of a pharmacist?
2. List other duties that pharmacists perform.
3. What educational requirements are necessary for one to become a pharmacist?
4. What other requirements are necessary for the practice of pharmacy?
5. What special interest and abilities would be highly desirable for one to have if he was considering a career in pharmacy?
6. The first pharmacopea was Nurenburg Pharmacopea. When and where was it published?
7. When did the first published pharmacopea appear in the U.S.? By law the United States Pharmacopea must be revised how often?
8. There are many different opportunities for a pharmacist other than a career in a drugstore. What other opportunities are available for a pharmacist?

RELATED SUBJECT AREA:

Reading (This activity may be correlated with Bold Journeys pp. 170-244 - Unit 3.)

OBJECTIVES:

- To show how the influx of immigrant laborers at the turn of the century aided the fledging steel industry.
- To inform students about the development of the steel industry in the Pittsburgh area.
- To examine three generations of a family that arrived in the United States as immigrants and how they became Americanized.
- To show that problems of one community can be much the same as those of a host of other United States' communities.

LEARNING ACTIVITY:

Begin writing the word "immigrants" on the chalkboard. Display a map of the world or of Europe if available. Locate the Atlantic Ocean, Italy, Poland, Hungary, Czechoslovakia, Bulgaria, Ireland, Switzerland, Germany, England, France, and China. Discuss nationalities, what major problems immigrants might have, and how they helped to build our nation.

Following this, hand out the maps and the student activity sheet of The Pittsburgh Area: A Case Study. Have students look up Pennsylvania (mining) in the encyclopedia and go over the material and the activity sheet before presenting the filmstrip and tape. Students should try to find answers and questions on the activity sheets. Begin the filmstrip and tape.

Following the filmstrip and tape, go over the map and activity sheet with the students.

ENRICHMENT ACTIVITIES:

1. What is your own ethnic background? List some traditions that your family preserves to this day.
2. Use reference materials to find information about the occupation of a master machinist; required skills and education, equipment, safety clothing, etc.
3. Using reference books from your school or public library, find out the three former political-geographical divisions that comprise Czechoslovakia.
4. Do research on the iron and steel industry. What different occupations are required and available to carry on the iron and the steel industry?

Enrichment activities, if used, may be worked on individually or as group projects.

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

Singer SVE Focus on America - The Northeast Region - The Pittsburgh Area: A Study Case - filmstrip and tape.



THE PITTSBURG AREA: A CASE STUDY

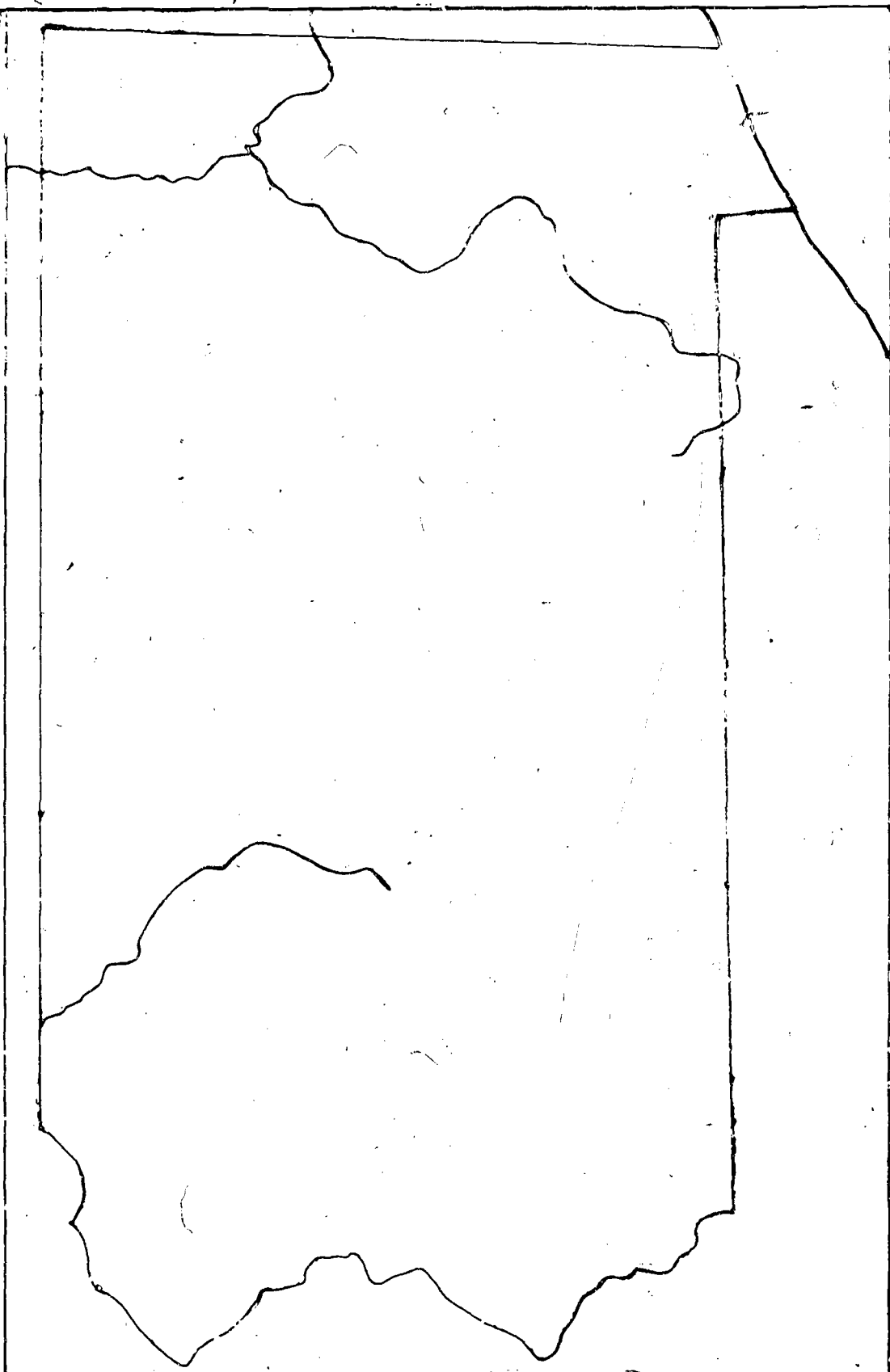
Vocabulary words and phrases:

- |                         |               |
|-------------------------|---------------|
| 1. alien                | 8. ethnic     |
| 2. anecdotes            | 9. holubky    |
| 3. barges               | 10. juncture  |
| 4. basic oxygen furnace | 11. kollassi  |
| 5. Bessemer Converter   | 12. limestone |
| 6. commuters            | 13. Slovak    |
| 7. emigrated            | 14. terminus  |

Review and discussion questions:

1. Explain how Pittsburgh's closeness to the Allegheny and Appalachian Mountains made it an iron and steel center.
2. Why do steel mills operate 24 hours a day, seven days a week? Can you think of any other industries that never shut down? Explain why.
3. Why were immigrants depicted as undesirable "aliens" such as in the editorial cartoon entitled "Too Many Deadlines"?
4. Compare the life style of the three generation Slovak family; how the grandfather, Kolesar, lives with the old Slovakian traditions; how Mike Kolesar, Jr. is thoroughly Americanized, but wants to retain many old Slovakian ways; and Mickey, a modern American, has a choice: will he be totally absorbed into the American culture, or preserve much of his Slovakian heritage, just as his father has done?

PENNSYLVANIA



LOCATE THE FOLLOWING ON THE ABOVE MAP

1. Allegheny River
2. Monongahela River
3. Ohio River
4. Allegheny Mountains
5. Appalachian Mountains
6. New Castle
7. Pittsburg

GRADE 5  
January  
02

RELATED SUBJECT AREA:

Language Arts (This activity may be correlated with New Directions in English 5 pp. 124-125.)

OBJECTIVES:

To develop an awareness as to the social worth of work by identifying the contribution of a wide range of occupations.  
To identify reasons why some occupations disappear while others are created.

LEARNING ACTIVITY:-

Pretend that the class has just discovered a Frontier City, a community that has been isolated from the rest of the world for the past 70 or 80 years, and that the people there live just as they had since 1900.

First have students discuss possible occupations (skills, education required) of the Frontier People. Then divide class into small groups and have each group select an occupation that has been created since 1900. The groups should make believe that they are explaining their occupation to the people of Frontier City. Other students may want to be residents of Frontier City and ask questions about these strange occupations. Some of the occupations the students may want to consider are:

television repairman

airline pilot

a surgeon specializing in transplants

environmentalist

computer programmer

astronaut

snowmobile manufacturer

narcotics agent

automobile mechanic

mini-bike salesman

air conditioning salesman

Conclude by having students identify the reasons why some occupations disappear while others are created. (ex. automation)

RELATED SUBJECT AREA:

Language Arts, Art

OBJECTIVES:

To develop a positive attitude toward the child's parents' occupation.  
To develop an awareness as to how family life has changed.

LEARNING ACTIVITY:

Begin a discussion on how and why parents are so very important. Emphasize their responsibility of protecting and caring for their children and of gradually teaching them to care for themselves. Have the students tell how parents teach and care for themselves. Also have students express how they (students) are beginning to care for themselves.

Following this, discuss what the family situation was like many years ago--when people lived together as joint families--in clans--in tribes. Clans and tribes were replaced by larger and more complex governing systems. Families became less dependent on relatives and more dependent on local, state, and national government, and on persons outside the family for food and education.

Discuss how the Industrial Revolution caused important changes in family life. New factories caused men to travel to and from work and thus had less time to spend with the family. New jobs required new skills which meant that some families had to move. Point out that today working hours are shorter which means that there is more leisure time for families to have fun and be together.

Have students discuss what their fathers do and how each contributes to the community and our society. Stress that there is dignity in each job--that each occupation in some way is very important--that we need people doing many different types of work.

Have students draw a picture of father at work and display in hallway or on a large bulletin board. A possible caption might be "My Father at Work," Label the picture of the students' father at work in a dignified way.

ENRICHMENT ACTIVITY:

Have the student write a report on the type of work his father does.

GRADE 5  
January  
04

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To help the student view self as a worthy person.  
To help student appreciate his own potentials and interests.

LEARNING ACTIVITY:

The students have previously studied roles of the individual in the family (including family interactions.) In this activity the student will explore the make-up of a community through occupational possibilities. Initiate the discussion by asking "What occupation would you like to have in your community? How is your occupational choice dependent upon your admiration for a person already in that occupation? Discuss.

Have the students develop a role-playing scene in which each one's occupation is portrayed. Upon the completion of this activity, have the students read about their occupations and determine if their perception is consistent with reality.

Discuss with the students how this activity applies to the world of work. (May wish to expand on the glamor which appears in some occupations.)

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To develop an awareness to the fact that jobs are changing.  
To describe what students can do to prepare for job changes.

LEARNING ACTIVITY:

Students are aware that our way of life and jobs are changing. Begin a class discussion on what changes have taken place that they may be aware of: firemen--"bucket brigade" horsedraw fire wagon; policeman--crime detection centers, computers; automobile mechanics; candy and soft drink machines have replaced candy shop and drug store; elevator operators; railroad jobs (firemen.)

Have the students think and discuss what changes will probably take place in the next twenty years. Include the ideas that the changes will bring about better working conditions and better ways of doing things. Through automation - men are being replaced by machinery. Keen competition in industry has made it necessary for businesses to be as efficient as possible.

Ask students how they feel they can possibly prepare for the job changes that are continually taking place. These points should be included or brought out in the discussion.

1. Get an education (be sure to finish high school.)
2. Choose a field of work rather than one job within the field. (Student will be able to stay within his interest area, even if a particular job disappears.)
3. Investigate the job and the field one wants to go into. (The individual will better know what education he will need for the occupation, what opportunities there are to advance, and whether he will be suited for that kind of work (interest, ability.)

If these points are kept in mind when starting to decide about a career, today's students will be better able to cope with changes in the job world.

ENRICHMENT ACTIVITY:

Students may pretend they have an experience like Rip Van Winkle and wake up twenty years later. Ask them to imagine what present occupations would be like and what new ones they might discover. Discuss what present needs of society would have produced these changes (ecology, housing, education, health, poverty, etc.)

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit  
S.R.A. Junior Guidance Series Exploring the World of Jobs

RELATED SUBJECT AREA:

Math - game

OBJECTIVES:

To help students develop an awareness of how math is used some way in all occupations.

LEARNING ACTIVITY:

What's My Line...a math occupations game.

Math is an integral part of all jobs while some occupations call for the use of technical mathematical concepts. The student is to pick a job title which holds reasonably high interest for him. The student will explore the mathematical aspects that might be involved in this job choice. A "What's My Line" panel would then be formed with each student taking his turn on the panel. Each panelist would introduce himself and give a math example illustrating how math is used in his chosen job. The audience is to question the panel to discover the specific job each is portraying. When an audience participant discovers one of the panelists' occupations, he would take the panelist's place. This process would continue until all class members have participated in the panel.

RELATED SUBJECT AREA:

Reading (This activity may be correlated with pp. 330-340 of Bold Journeys.)

OBJECTIVES:

Develop an awareness to the different types of work skills and experiences a Peace Corps volunteer may have.

LEARNING ACTIVITY:

Even though the Peace Corps is an organization of volunteer men and women, students may be interested in joining after they complete their high school education. It may be highly beneficial for students to be acquainted with the training and opportunities the Peace Corps has to offer.

Begin by asking the students if they are aware of what the Peace Corps is and what its function is. Following this, pass out the research activity sheet on the Peace Corps. Students may work in groups of two while doing the research. Students may use library books, magazine articles, encyclopedias, and resource books.

When students have finished research, have two groups get together and discuss their responses. Following this, bring the class back to one large group and review the different types of skills and occupations needed in the Peace Corps. Then discuss how being in the Peace Corps can be in one's future career.

ENRICHMENT ACTIVITIES:

1. Draw pictures showing how one can help others while serving in the Peace Corps.
2. Do research on the Peace Corps.
  - a. salaries and allowances
  - b. Peace Corps questionnaire
  - c. organization of the Peace Corps
  - d. history of the Peace Corps
3. Research on other service programs similar to the Peace Corps set up in other countries.
4. Research and report on Seargent Robert Shriver Jr.
5. Find current newspaper and magazine articles on the Peace Corps.



Name \_\_\_\_\_

PEACE CORPS

1. When and why was the Peace Corps organized?
2. Who proposed the agency?
3. Who may apply for Peace Corps service?
4. Why would it be necessary for an applicant to pass a rigorous physical examination?
5. Can a Peace Corps volunteer be deferred from military service? Explain why or why not.
6. How does one go about applying for service in the Peace Corps?
7. Explain how volunteers are selected.
8. Explain the training program of a volunteer.
9. What different types of skills and occupations are needed in Peace Corps work and how are they helpful to the people?
10. List countries in which Peace Corps volunteers are presently working.
11. Even though Peace Corps volunteers serve for 2 years, how can being in the Peace Corps be of value to him in his future career?

GRADE 5  
February  
02

RELATED SUBJECT AREA:

Language Arts, Reading, Social Science, Science, and Math

OBJECTIVES:

To develop an awareness to a variety of occupations.

LEARNING ACTIVITY:

Occupations Crossword Puzzle

Name \_\_\_\_\_

OCCUPATIONS CROSSWORD PUZZLE

Down

1. one whose occupation deals with the mail being sorted and bagged in time to be placed on trains, planes, and motor transport (2 words)
2. a person whose occupation is the science or study of the origin, development, organization, and functioning of human society
3. a person whose occupation is the making, mending, or altering of suits, coats, and other outer garments
4. one who is responsible in determining the amount to be paid in settlement of an insurance claim (17 letters - 2 words)
5. one who works in the field of therapy consisting of light work that provides mental diversion for the patient and frequently serves to exercise an affected part of the body or to give vocational training (2 words)

Across

6. one who works in the field of science dealing with the chemistry of living matter
7. one who does the work of coating with a metal by a process by electrolyses
8. a person who operates machinery, especially a highly trained, skilled operator of machine tools
9. a person whose occupation is to determine the exact form, extent, etc. of a tract of land, section of a country, etc. by linear and angular measurement, and the application of the principles of geometry and trigonometry

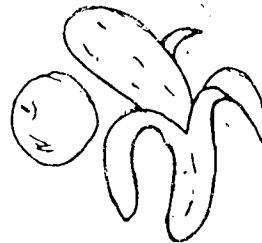
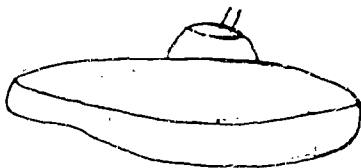
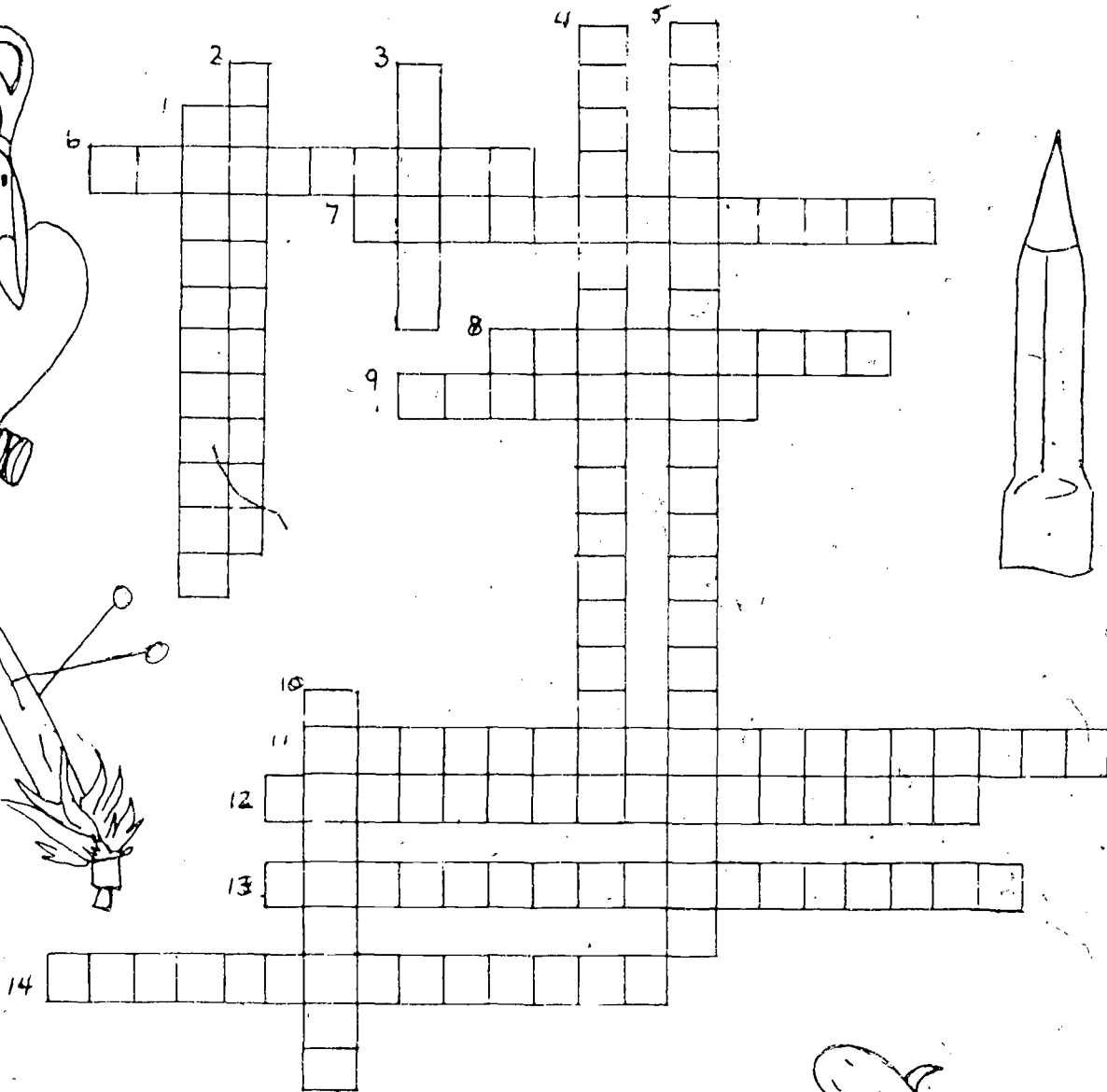
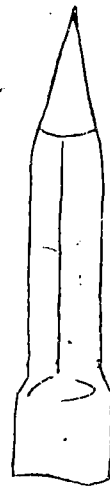
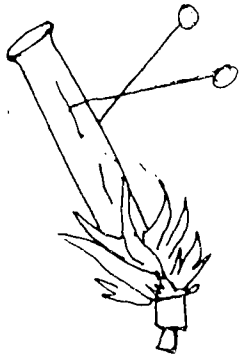
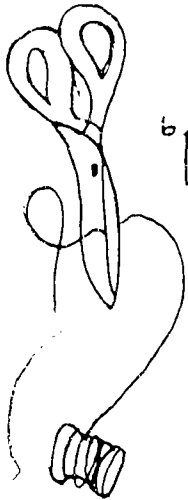
Down

10. one who is an expert in nutrition

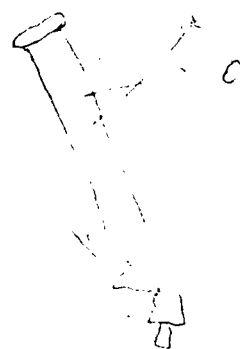
Across

11. a person versed in the design, construction, and use of engines, machines, or locomotives pertaining to the nature of highly developed industry (2 words)
12. a person whose occupation deals with the operation of a machine operated by a keyboard for coding information by punching holes in cards in certain patterns (2 words)
13. a person whose occupation has equal responsibilities to the pilot or flight captain for the safety of the plane in the air. He collects variable data, wind velocity, weather conditions, weight, and feeds it to the computer, which automatically figures out a flight pattern. (2 words)
14. a person whose occupation deals with the science of the structure, function, uses, etc. of a microscopic organism

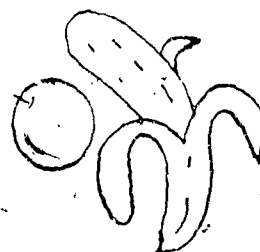
# OCCUPATIONS



# OCCUPATIONS



1 BIOLOGICAL SCIENTIST  
 2 DOCTOR  
 3 TAILOR  
 4 INSURANCE  
 5 OCCUPATIONAL  
 6 BIOLOGICAL SCIENTIST  
 7 ELECTRICIAN  
 8 MACHINIST  
 9 SURVEYOR  
 10 INDUSTRIAL ENGINEER  
 11 KEY PUNCH OPERATOR  
 12 AIRLINEDISPATCHER  
 13 MICROBIOLOGIST  
 14 AIRLINEDISPATCHER



GRADE 5  
February  
03

RELATED SUBJECT AREA:

Art

OBJECTIVES:

To develop the child's awareness of the variety of occupations pictured in magazines.  
To make a collage showing different types of occupation.

LEARNING ACTIVITY:

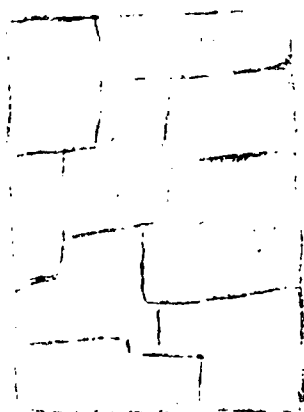
Materials Needed

12 x 18 sheet of construction paper	scissors
old magazines	glue
$\frac{1}{2}$ " black strips	

Have the students look through magazines and cut out 6 or 8 pictures apiece of people working. Mention that they should try to find pictures of varied sizes. Next, students are to neatly trim and arrange pictures right next to each other on the 12" x 18" paper and glue them down.

Next, students take the  $\frac{1}{2}$ " black strips and arrange and glue them around each picture so that each is separated by the black strip. Last, put the black border around the edge of the entire sheet of paper.

The pictures may be displayed on the wall or put on a large bulletin board with the caption "The World of Work."



RELATED SUBJECT AREA:

Social Studies

OBJECTIVES:

To develop an understanding of authority exercised by others in the work environment.

To locate and identify authority in a child's environment.

LEARNING ACTIVITY:

Begin a class discussion by asking the following questions:

1. Where can we find authority (power to judge, act, command)? (home, school, nation, world)
2. Are there any situations in which authority does not operate?
3. Why do some people have more authority than others? (Point out the responsibility connected with that.)
4. How does one get a position of authority?
5. What is the role of authority in getting along with others in a work situation?
6. Do we need authority?

ENRICHMENT ACTIVITIES:

1. Compare and report on the similarities and/or differences in authority of American families and families of the Sumerians, Egyptians, Romans, and Greeks studied in social science.
2. Compare and report on the differences and similarities of authority of our national government and that of the governments of Greece, Rome, Egypt, Sumer studied in social science.
3. Have students draw a picture which in some way expresses authority.

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Greek and Roman Civilization pp. 1-11.)

OBJECTIVES:

To further develop an understanding and knowledge of a career in the national government.

Identify work in the 3 branches of the government.

LEARNING ACTIVITY:

Begin a class discussion on the idea of democracy and how the men at the Constitutional Convention looked into the past--saw how governments of the past work, why some had worked, and why others failed. Emphasize the two important ideas:

1. "democracy" (rule of the people) from Greek city-state of Athens
2. rule of law (written law must be the same for all men) from the Romans

In correlation with the Social Science unit, have the students list the 3 agreements made at the Constitutional Convention.

1. They wanted a strong government.
2. People share in the government (popular government.)
3. Nation must have good leaders (separation of powers--checks and balances) and discuss each one briefly.

Following the discussion of democracy and the ideas brought up at the convention, have the students do research on the 3 branches of the government set up at the convention.

Following are 3 separate research projects, one on each branch of the national government. The students may use encyclopedias, reference books, library books, magazines, pamphlets, and filmstrips.

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

371.42 Fraser, Arvonne, Looking Forward to a Career--Government (1 each)

F

328.73 Congress and Its Power (filmstrip)

328.73 Congress (filmstrip)

328.73 Congress--Legislative Branch (filmstrip)

328.73 Judicial Dept. and System of Checks and Balances (filmstrip)

328.73 Legislative Branch (filmstrip)

324.73 McCarthy, Agnes, Let's Go to Vote

M

353 Day, John, What the President Does All Day

353.03 Johnson, Gerald, The Presidency

973 Witty, Paul A., True Book of Freedom and Our U.S. Family

W



EXECUTIVE BRANCH OF THE AMERICAN GOVERNMENT

1. What are the chief duties of the executive branch?
2. Who is the present chief executive?
  - a. What qualifications must he have?
  - b. How and when is he elected?
  - c. When is the inauguration held?
  - d. What is the length of each term and how long can he be in office?
  - e. What amount of education does he have?
  - f. What special skills, abilities, and previous experiences or careers would be beneficial for the chief executive to have?
  - g. Explain: "The President can never escape from his job." World Book Encyclopedia co. 1969. p. 680d.
  - h. What does a president do when he leaves his office?
3. List the chief roles of the president.
4. List the 12 departments of the executive branch of government.
5. What are the primary reasons for having cabinet members? How is the membership of the Cabinet (Executive) Departments determined?
6. Facts about the Vice President
  - a. Qualifications

Name \_\_\_\_\_

b. How and when he is elected

c. Term of office

d. Removal from office

7. What are the major roles of the Vice-President?

8. What are his duties as

a. President of the senate

b. Policy-making

c. Social duties

Name \_\_\_\_\_

LEGISLATIVE BRANCH OF THE AMERICAN GOVERNMENT

1. What are the primary functions of the legislative branch (Congress)?
2. List the 2 divisions of congress. When does congress meet?
3. Who is the formal head of the Senate?
4. Find the following information regarding the senator
  - a. Qualification
  - b. How he is nominated into office
  - c. How he is elected
  - d. Term of office
  - e. Income--additional allowances
  - f. Removal from office
  - g. Number of senators in Congress
5. What personal skills, abilities, experiences or offices or careers would be beneficial for a senator to have?
6. What are the major responsibilities of a senator?
  - a. Responsibilities of his office
  - b. Congressional travel
  - c. Social responsibilities

Name \_\_\_\_\_

7. List the following information regarding the representative
  - a. Qualifications
  - b. How he is nominated into office
  - c. How he is elected
  - d. Term of office
  - e. Income--additional allowances
  - f. Removal from office
  - g. Number of representatives in office
8. What personal skills, abilities, experiences, offices, or careers would be beneficial for a representative to have?
9. What is lobbying? What then does a lobbyist do?
10. What does the Federal Regulation of Lobbying Act of 1946 require of a lobbyist?
11. What roles do press agents play in connection with the legislative branches?
12. What are some of the tasks and duties of the receptionists?

Name \_\_\_\_\_

JUDICIAL BRANCH OF THE AMERICAN GOVERNMENT

1. What are the basic duties of the Supreme Court?
2. How many members are there in the Supreme Court?
3. What are the qualifications for justices?
4. How does a justice become a member of the court?
5. Explain salary and "terms" of the Court.
6. What personal skills, abilities, experiences, offices, or careers would be beneficial for a justice to have?
7. Who is the Chief Justice of the Supreme Court?

RELATED SUBJECT AREA:

Science (This activity may be correlated with Unit 6, The World of Chemistry pp. 167-209.)

OBJECTIVES:

To develop an awareness to the work of a chemist.

LEARNING ACTIVITY:

Begin by having a sample of table salt passed around and have the students describe:

- |          |                |
|----------|----------------|
| 1. color | 5. temperature |
| 2. odor  | 6. hardness    |
| 3. taste | 7. texture     |
| 4. shape |                |

After this, have students look at grains of salt under a microscope and check their descriptions of the salt. Students should note especially that salt is cube shape, not round as many may have described it. Ask the students the question "How does what we have just done compare to what a chemist does?" In the discussion emphasize that a chemist observes properties; physical and chemical. Write the two words on the chalkboard and have students check the definitions of each. The chemist must go beyond the physical properties that are discernable to the less obvious chemical properties.

Connected with this is an activity sheet which will allow the students to do research and discover more precisely what is involved in the career of becoming a chemist. Go over the activity sheet with the students and then have them complete it individually or in small groups. The information can be found in books on chemistry in the library and in the World Book Encyclopedia Vol. 3.

After students have completed the activity sheet, have a class discussion on their research information.

ENRICHMENT ACTIVITY:

1. Have students list some items found in the home and describe their physical properties.
2. Take a guided tour to a laboratory (textile, 3M.)
3. Draw a scale model of a science laboratory.
4. Do research on forms and sizes of crystals and draw shapes. (Note count of sides.)
5. Draw pictures of the chemical apparatus a chemist uses.
6. Make a display or bulletin board on the chemist (may include articles, pictures, newspapers, and magazines,) history, famous men of chemistry, laboratory equipment, careers, education, recent discoveries, chemical industry.

OCCUPATIONAL CLUSTER:

Health Service Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit, Junior Occupational Briefs - Chemists

SUGGESTED RESOURCE MATERIAL (cont.):

540 F Freeman, Ira M., All About the Wonders of Chemistry

540 G Gallant, Roy A., Exploring Science

540 M Morgan, Alfred, First Chemistry Book for Boys and Girls

540 F Freeman, Ira M. and Patton A. Rae, The Science of Chemistry

Name \_\_\_\_\_

THE CHEMIST - THE FIELD OF CHEMISTRY

ACTIVITY SHEET

1. Define the basic role of a chemist.
2. What personal qualifications (skills, interest, and ability might help most chemists in their work?
3. What amount of education is required for a chemist?
4. What high-school courses would help prepare a student for a career as a chemist?
5. Chemical careers are divided into 5 or 6 broad areas. List 5 areas of the chemical careers.
6. Briefly describe what a chemistry laboratory looks like.
7. List special chemical apparatus (tools) used by chemists.
8. Who became known as the first real chemist?
9. Where can chemists of today find employment?
10. In what ways does the field of chemistry affect our lives today?



GRADE 5  
March  
01

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

- To develop an awareness of appropriate dress for varied occupations.
- To develop an understanding of reasons for the varied dress associated with each occupation.

LEARNING ACTIVITY:

Begin a class discussion on the necessity for proper dress for each occupation.  
Points mentioned or brought out may be:

1. Being clean and neatly dressed--which will give the business a good impression to public.
2. Safety purposes (shoes, uniforms, hard-hats, gun, gloves, eye glasses, aprons.)
3. Feeling of self-confidence--comfortable

Following this, have the students list 10 occupations which require some type of uniform or safety equipment (e.g. doctors; clergymen; barber; beautician; policeman; fireman; waiter; waitress; cooks; hospital attendants; professional baseball, basketball, and football players; mechanics; repairmen; construction laborers.)  
Conclude by having students briefly discuss the reasons for appropriate dress in each case.

ENRICHMENT ACTIVITIES:

1. Read appropriate fashion magazines.
2. Do research reports on beauticians, make-up specialist, personnel managers, barber.
3. Have students present a demonstration in class to identify correct and incorrect dress for his chosen field.
4. Have students write out their own list of "do's" and "don'ts" of dress and manners for a particular job.

GRADE 5  
March  
02

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

- To develop an awareness of how home responsibilities will benefit a student's future career.
- To identify ways in which he contributes to his family.
- To develop an awareness to the consequences which may result if a task is neglected.

LEARNING ACTIVITY:

Most students have household tasks for which they are responsible. Have each student report on his home responsibilities and, in a class discussion, solicit comments from students that lead to the conclusion that these tasks are important. Have student explain why these tasks help his family.

Hand out the prepared sheet on Receiving An Allowance and have each student list 4 reasons why one receives an allowance or why one should receive an allowance. Then discuss reasons they have listed.

Next divide students into small groups and have them discuss and answer questions 1-5 on response sheet, "Receiving an Allowance."

When students finish, have groups report on their ideas brought out in the group discussion.

Conclude by having students decide how household tasks will help them in the field of work.

ENRICHMENT ACTIVITY:

Role-playing members of the family. They each portray a different member and show how to handle certain situations. Discuss how each member of the family has a responsibility.

SUGGESTED RESOURCE MATERIAL:

301 Hoffman, Elaine. Family Helpers  
H

392 Hoffman, Elaine. Family Helpers  
H

Name \_\_\_\_\_

### RECEIVING AN ALLOWANCE

List 4 reasons why one receives an allowance or why one should receive an allowance.

1.

2.

3.

4.

Group activity: Discuss and answer the following questions:

1. What happens if you do not cooperate or neglect your job?

2. How can the allowance be increased?

3. Will the allowance go down?

For what reason or reasons?

4. What if the allowance is not enough and it will not be increased?

5. What is the relationship between the allowance and the evaluation of your performance of a particular task or responsibility?

RELATED SUBJECT AREA:

Art

OBJECTIVES:

To develop and further formulate the concept that occupations are organized and divided into clusters.

LEARNING ACTIVITY:

Review the cluster concept with the class and divide the class according to their interests. Have the students find pictures from magazines to show the association among occupations in a certain cluster. Put the magazine pictures into a collage-form mural. It can be displayed where the entire student body could view the various jobs that exist. Stress skills in organization and making an eye catching display which will accomplish their purposes. The caption "What Can I Be?" may be used.

RELATED SUBJECT AREA:

Social Science, Reading (This activity may be correlated with Greek and Roman Civilization, Chapter 5; Bold Journeys pp. 250-260.)

OBJECTIVES:

To develop an awareness to the role and requirements of an architect.

LEARNING ACTIVITY:

Begin by having the students turn to p. 250 of Bold Journeys. Ask the students to recall information about Thomas Jefferson and his achievements. Then have them read the five paragraphs under Learning by Design p. 254.

Following this, have them define an architect and a draftsman. Ask the students what special skills and abilities Thomas Jefferson might have had which enabled him to design such a beautiful home at Monticello.

Following this, have the students work on the activity sheet with students.

ENRICHMENT ACTIVITY:

1. Make a scrapbook of houses and buildings that appeal to you. Divide it into different types of structures--private residents, apartment buildings, office buildings, public buildings, churches, others.
2. Draw plans for a doghouse, playhouse, bird house, or other small structure.
3. Design a house for your family. Consider the climate, neighborhood, and things your family likes to do.
4. Have students find drawings or designs of homes or other buildings in magazines or newspapers. Have students study the drawings.

OCCUPATIONAL CLUSTER:

Construction Cluster

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit, Junior Occupational Briefs - Architects  
Gracza, Margaret. Looking Forward to a Career.

THE ARCHITECT

## Related vocabulary words and phrases

- |                              |                     |
|------------------------------|---------------------|
| 1. American Institute of Art | 6. senior draftsman |
| 2. apprenticeship            | 7. engineer         |
| 3. architect                 | 8. form             |
| 4. designer                  | 9. function         |
| 5. junior draftsman          | 10. trainee         |

1. An architect plans buildings to serve many purposes. Such buildings include.
2. Nearly 2000 years ago the Roman architect Vitruvius described the goals of architecture as use, strength, and beauty. Why are these 3 goals still guides of architects today?
3. An architect needs the skill and knowledge of an artist, a scientist, and a business. Why is it necessary that he be a master of these three?
4. What amount of education is required of an architect?
5. What high school classes would be advisable for one interested in being an architect to take?
6. What job opportunities are there for architects? (Consider the trends in the new world--new materials, shopping centers, industrial parks.)
7. Imagine that you are going to design a new elementary school--What information do you need to know? (Example: How many students?)
8. The history of architecture had its real beginning in 2 regions. (1) valleys of Tigris and Euphrates rivers and (2) Nile River Valley. Write a brief resume of the architecture of these 2 regions.
9. Describe how Roman architecture was strongly influenced by the Greeks. (Compare pictures of the Roman and Greek temples.)

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Greek and Roman Civilization, Chapter 5, pp. 83-105.)

OBJECTIVES:

To develop an awareness of military careers and opportunities.  
To review the tactics and weapons used by the Roman army and navy.

LEARNING ACTIVITY:

Begin by having the class discuss the tactics and weapons used by the Roman army and navy during the 3 Punic Wars. Point out how Romans' pride and confidence rose at the end of the First Punic War because it had taken on a superior enemy and had been victorious. Roman patriotism was therefore stimulated by victory.

Following this, ask "In what ways have our feelings of patriotism been stimulated by our military victory?" Lead the students then into a discussion of our United States military forces. Have them try to name the different branches of service and list them on the board. Next ask them what interests and qualifications they feel would be necessary to serve in the military service. The students may have family members who have been or are in service. Allow them to contribute any information they may have. Ask if they know anyone who has made military service a lifetime career.

Following is an activity sheet you may wish to use if you so desire. It is intended for individual research which will allow students to find additional information on military careers (requirements and opportunities.)

ENRICHMENT ACTIVITIES:

1. Have a local recruiting officer come and speak to the class regarding career opportunities.
2. Do research on peacetime emergency equipment used by the various branches of military service, retirement, and pension of a career man.
3. Report on the organization of the various military branches.
4. Make charts illustrating the different badges and insignias worn of the various branches in the military service.
5. Draw or find pictures of the different uniforms worn by the military people.
6. Make a bulletin board depicting the various branches of the services. (May use pictures or draw pictures.)

OCCUPATIONAL CLUSTER:

Personal Services Cluster

SUGGESTED RESOURCE MATERIAL:

Fraser, Arvonne, Looking Forward to a Career - Government

358.4 Colby, C. B., Air Force Academy (1 each)

C  
359.07 Colby, C. B., Annapolis Cadets, Training, and Equipment (1 each)

C  
(see added page of resources)

- 359.1 Colby, C. B. Coast Guard Academy; Cadets Training and Equipment (1 each)  
C
- 359.9 Colby, C. B. Danger Fighters: Men and Ships of the U.S. Coast Guard  
(1 each)  
C
- 623.4 Colby, C. B. Our Space Age Army (1 each)  
C
- 355.3 Colby, C. B. The National Guard (1 each)  
C
- 384.9 Colby, C. B. The Signal Corps Today (1 each)  
C
- 355.5 Colby, C. B. Survival; Training in Our Armed Services (1 each)  
C
- 355 Colby, C. B. West Point; Cadets Training and Equipment (1 each)  
C
- 355.3 Colby, C. B. Special Forces; the U.S. Army's Experts in Unconventional Warfare (1 each)  
C
- 358.007 Engeman, Jack U.S. Air Force Academy (R-W)  
E
- 325.73 Hellyer, Clement, David The U.S. Border Patrol (1 each)  
H
- 359.07 Riessenberg, Felix Story of the Naval Academy (1 each)  
R



A MILITARY CAREER

1. Who is the Commander-in-Chief of all the United States Armed Forces?
2. Briefly explain the roles of the Secretary of Defense.
3. To enlist in the military service, how would one go about it?
4. How can a recruiter help one interested in a military career?
5. Today there are opportunities for women as well as men. Men may choose-- Army, Navy, Coast Guard, or Air Force--one can choose a career field within these services. For young women, there are careers in the Women's Army Corps (WACS), the Navy WAVES, Women in the Air Force (WAFS), and Women Marines, which is much the same as the Navy WAVES. The woman who has the same rank as a man receives the same benefits and pay. Also they both receive chances for education and training. The pay for a military career looks low. However, what special allowances and benefits are possible for a person planning on a career in the military?
6. List the names and locations of the 4 United States Military Academies.

THE UNITED STATES ARMY

1. What is the basic responsibility of the United States Army?
2. After a soldier enlists or is inducted into the army, he undergoes basic training at an army training center. How long and what does he learn during this basic training?
3. Following the basic training, what does the soldier do?
4. Why is it necessary for soldiers to act together as a team, drill, and continue physical training throughout their careers?
5. What careers are available for one in the army?
6. What careers are available for women in the army (WAC)?
7. In peacetime, the United States Army consists of the Regular Army, Army Reserve, and National Guard. Explain the functions of the Army Reserve and National Guard.

Name \_\_\_\_\_

UNITED STATES NAVY AND MARINE CORPS

1. What is the primary function of the United States Navy?
2. In the training of a sailor, explain what the enlisted ranks consist of.
3. After training at a naval center, a Navy recruit may do one of several choices. What are they?
4. What 4 naval programs are offered for the training of an officer? (World Book Encyclopedia, Vol. 14)
5. What career opportunities exist for a sailor?
6. The Regular Navy is the permanent professional naval force. The Naval Reserve has 2 divisions, (1) The Ready Reserve And (2) The Standby Reserve. Explain the duties and what each consists of.
7. Explain the various career opportunities for women in the navy.
8. The Marine Corps is a separate service within the Department of the Navy. What are the primary jobs of the marine?
9. What career opportunities are there for men? Women?
10. Briefly explain the training of a marine.
11. What are the 5 main sources of training a Marine Corps Officer? (World Book Encyclopedia, Vol. 13)

Name \_\_\_\_\_

UNITED STATES NAVY AND MARINE CORPS

1. What is the primary function of the United States Navy?
2. In the training of a sailor, explain what the enlisted ranks consist of.
3. After training at a naval center, a Navy recruit may do one of several choices. What are they?
4. What 4 naval programs are offered for the training of an officer? (World Book Encyclopedia, Vol. 14)
5. What career opportunities exist for a sailor?
6. The Regular Navy is the permanent professional naval force. The Naval Reserve has 2 divisions, (1) The Ready Reserve and (2) The Standby Reserve. Explain the duties and what each consists of.
7. Explain the various career opportunities for women in the navy.
8. The Marine Corps is a separate service within the Department of the Navy. What are the primary jobs of the marine?
9. What career opportunities are there for men? Women?
10. Briefly explain the training of a marine.
11. What are the 5 main sources of training a Marine Corps Officer? (World Book Encyclopedia, Vol. 13)

GRADE 5  
March  
06

RELATED SUBJECT AREA:

Science (This activity may be correlated with Unit 7 Macmillan Science for Tomorrow's World.)

OBJECTIVES:

To help the student expand his knowledge of career opportunities concerning the meteorologist.

To expose the student to the fact that technological change may affect the employment opportunities and task requirements of a preferred occupation.

LEARNING ACTIVITY:

Have the students check the dictionary or science book for the definition of a meteorologist. Also check the encyclopedia on weather forecasting, observation, and kinds of forecasts.

Students can work on the following activity and research project individually or in groups.

Go over the activity sheet with the students.

ENRICHMENT ACTIVITIES:

1. Write to the U.S. Weather Bureau, Department of Commerce, Washington, D.C., 20023.
2. Search and report on simple methods for construction of a wind vane, barometer, or an anemometer.
3. Discuss the importance in history of certain weather conditions (Eisenhower's D-Day, decision for invasion of Europe during World War II, Apollo's going to moon.)
4. Validity of certain weather superstitions. (If the groundhog sees his shadow on February 2nd, we will have 6 more weeks of winter.)
5. For the science fair, work out a meteorological exhibit.
6. Visit a weather bureau. (WCCO), (Rochester Airport)
7. Listen to local weather forecast (newspaper or radio station) and give the weather forecast with the morning news over the intercom.

OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit, Junior Occupational Briefs - Finding Out About Meteorologists

551.5 Wolfe, Louis Let's Go to a Weather Station

551.5 Harris, Miles Getting to Know the World Meteorological Organization

551.5 May, Julian Weather

551.5 Palmer, Woods Air & Water

551.59 Fenton, Carroll L. Our Changing Weather

551.59 Lehr, Paul E. Weather

SUGGESTED RESOURCE MATERIAL (cont.)

- 551.59 Parker, Bertha The Ways of the Weather  
551.59 Schneider, Herman Everyday Weather and How It Works  
551.59 Spar, Jerome Way of the Weather  
551.59 Wells, Robert Science - Hobby Book of Weather Forecasting

Name \_\_\_\_\_

### ACTIVITY RESEARCH SHEET ON METEOROLOGY

1. What educational requirements are needed to become a meteorologist?
2. What specific abilities and skills are necessary for a person interested in going into meteorology?
3. In preparing to be a meteorologist, what college-preparatory program should be taken in high school?
4. Where are the jobs to be found?
5. What does the future for meteorology hold in store? (Available positions, science of forecasting)
6. What are the hours of a work week?
7. What types of equipment and instruments are used by meteorologists?
8. How is weather described and predicted?
9. What two main types of forecasts are there?
10. Why is international cooperation necessary in the field of weather forecasting?
11. Describe the persons employed by a weather station that are directly or indirectly related to getting the weather news on the air.
12. Bring weather report or map from local or daily newspaper.

GRADE 5  
April  
01

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To further develop an awareness of the importance of each individual to society.  
To identify a variety of ways individual students contribute to society.

LEARNING ACTIVITY:

Students may work individually or in small groups. Begin by having them survey the local organizations in the community (P.T.A., Student Council, Red Cross, Boy Scouts, etc.) and describe the contributions they have made to the community.

Have them discuss in groups:

1. Are the contributions valuable to the community? Why or why not?
2. Why do individuals participate in these organizations?
3. What satisfaction do individuals get from participating in the various organizations?

Students then should discuss in groups how they may contribute to school and community affairs. After they have finished this, have groups or individuals present all their ideas to the class for open discussion.

ENRICHMENT ACTIVITIES:

1. Have students individually or in small groups identify a community need with which they are concerned. Students may contact various community organizations for suggestions and for information on needs. They should then name the workers in the community who can help meet that need. Have the students interview the workers to determine how the need can be met and report back to the class.
2. Role-play: Have the students role-play a panel in which they confront a need of the community (playground.) Students play the role of panel members and the workers to meet the need.
3. Students individually or in small groups attend meetings (P.T.A., Student Council, City Council meetings) to determine their goals for the community. Have them report to the class. The class may then want to pursue one of the groups goals.

SUGGESTED RESOURCE MATERIAL:

- 977.6 Wesley, Edgar Bruce Owatonna; The Social Development of a Minnesota Community (L-R-W)

RELATED SUBJECT AREA:

Language Arts, Reading, Social Science, and Math

OBJECTIVES:

- To develop an appreciation that all work is honorable and necessary without social stigma.
- To identify the varied purposes of work.
- To investigate the educational cluster.

LEARNING ACTIVITY:

Divide the class into groups of three or four students each and have each group work on the following problem: "We have a piece of land on which we are going to build and operate an elementary school. Each group is to select five occupations they think are most needed. They should consider as many occupations as they can. Some examples might be: construction contractor, carpenter, bricklayer, truck driver, electrician, plumber, janitor, architect, teacher, principal, cook, superintendent, secretary, etc. Assume that they have money to spend on the school and that they can purchase materials without considering the salesman or manufacturer as one of the five occupations to be chosen.

ENRICHMENT ACTIVITY:

1. A variation of the above activity might be to have individual or groups of students play the role of specific occupations and convince the rest of the class that their occupation should be one of the five selected. This activity may work well incorporated with a study of group decision making in social science or a debate in language arts.
2. Invite a school administrator into the classroom to tell what is involved in building and operating a school.



RELATED SUBJECT AREA:

Science

OBJECTIVES:

To develop an awareness of the causes of water pollution and how everyone can help prevent it.

To develop an awareness to the careers connected with the prevention of water pollution.

LEARNING ACTIVITY:

Begin a class discussion on the value of water to us. List suggestions on the chalkboard. (List may include drinking, washing clothes, cleaning, cooking, baking, heat, irrigation, power, recreation, industry, bathing, transportation, and precipitation.)

After the list is on the chalkboard, ask students what happens to the water after it has been used for washing and cleaning in the home. Most cities have treatment plants that clean water sewage and kill the bacteria, and the purified water is dumped safely into a river or lake. Ask, "What happens if it is dumped untreated into rivers?"

Water pollution comes from 3 principal sources. (1) untreated sewage (2) industrial wastes (3) agricultural chemicals. Following the discussion of the sewage problem, discuss the other 2 major causes and results of the pollution.

Following this, have students think of ways they can help in the prevention of water pollution and list the suggestions on the chalkboard. Also have them list occupations associated with water pollution control.

ENRICHMENT ACTIVITIES:

1. Do research and reports on:
  - a. untreated sewage
  - b. industrial wastes
  - c. agricultural chemicals
2. List all the occupations connected with water pollution (people working on pollution control.)
3. Reports on Federal Water Pollution Control Administration (field laboratories, research facilities.)
4. Research on the Water Quality Act of 1965, part of the Department of Interior.
5. Illustrate causes of water pollution and how it may be prevented.
6. Research on factories and the specific types of pollution control systems that have been set up.

OCCUPATIONAL CLUSTER:

Environment Cluster

SUGGESTED RESOURCE MATERIAL:

- 351.8 Our Community Utilities - filmstrip (1 each)  
323 Public Utilities in Big Cities - filmstrip (1 each)

RELATED SUBJECT AREA:

Math (This activity may be correlated with unit 21. Scale Drawings pp. 297-304.)

OBJECTIVES:

To develop an awareness to the various occupations which use the mathematical skill of scale drawing.

LOCAL ACTIVITY:

Begin by having students define scale drawing (the shape is the same, the size is different.) Then have the student think of all the occupations in which people work with drawing scales and how they apply to their area of work. List them on the chalkboard. Almost any type of builder or designer makes a scale model. (Examples of occupations: map maker, landscaper or architect, farmer, carpet layer, carpenter, bricklayer.)

Have the students use  $\frac{1}{2}$  inch graph paper and draw a scale map of the local school community and indicate near and familiar locations. Possible items nearby to locate:

- |                     |                           |
|---------------------|---------------------------|
| 1. streets          | 5. parks                  |
| 2. students' homes  | 6. churches               |
| 3. public buildings | 7. industries             |
| 4. schools          | 8. stores and restaurants |

Students may be given a copy of the map of the city of Owatonna from Chamber of Commerce to assist them in this activity. Copy of map appears in the Grade 5 Career Awareness Guide.

ENRICHMENT ACTIVITY:

1. Make a scale drawing of the floor plan of student's home.
2. Do research and report on a particular occupation which requires knowledge and use of scale drawing.

RELATED SUBJECT AREA:

Art, Social Science (This activity may be correlated with Greek and Roman Civilization, Chapter 5, pp. 83-105.)

OBJECTIVES:

To show changes in the Roman family "Making a Living" between 300 B.C. and A.D. 1.  
To illustrate the contrast of a Roman family and a present day American family "Making a Living."

LEARNING ACTIVITY:

Briefly review with the class how an "old Roman" pater looked at life in imperial Rome. What would he think of the:

1. changes in work
2. family
3. style of living
4. clothing
5. luxuries

Make a chart showing changes in Roman life between C. 300 B.C. and A.D. 1. Various headings may include "The Family" or "Making a Living." Under the heading compare and illustrate a man working his farm in "old Rome" and one working as a laborer in "changing Rome." Compare and illustrate the Roman life to a present day American earning a living on a farm and working as a laborer.

RELATED SUBJECT AREA:

Social Science (This activity may be correlated with Greek and Roman Civilization pp. 143-147.

OBJECTIVES:

To show how Mormon initiative has contributed to the development of Utah.  
To relate the history of the settlement of the Great Salt Lake area of Utah by the Mormons.  
To investigate the cohesive relationship between the Mormon Church and the Mormon community.

LEARNING ACTIVITY:

This activity is centered around the filmstrip and tape "The Mormons of Utah." Begin by asking the following questions: What is culture? How is one culture distinguished from others? (Compare the traditions and customs of people.)

Following this discussion, mention that students will be viewing a filmstrip on The Mormons of Utah, illustrating how their ingenuity and industry built a large community and a culture--way of life--that is an American creation.

Hand out the student worksheet and go over it with them. Ask students what they can recall of Utah and the Mormons. Possibly some have visited Salt Lake City and they could contribute information to the class. Show filmstrip and play tape.

Following the presentation of the filmstrip, go over worksheet with students.

ENRICHMENT ACTIVITY:

Individually or as a group, students plan their own pioneer community in some unsettled region of the world (desert, tropical rain forest, etc.) Through research "explore" the region and determine how one would get there.

1. What would the environment be like?
2. How would you set up a townsite or set up a government?
3. What kinds of agriculture and industries would you try to establish?
4. Which occupations would you want represented by the first settlers?

SUGGESTED RESOURCE MATERIAL:

Singer SVE Focus on America -- The Near West Region: The Mormons of Utah - filmstrip and tape.



Name \_\_\_\_\_

### THE MORMONS OF UTAH

Locate the following by placing the correct number on the map:

1. Great Basin
2. Great Salt Lake
3. Salt Lake
4. Wasatch Mountains
5. Sevier River
6. Green River
7. Colorado River

### VOCABULARY WORDS:

basin  
bishop  
closely-knit community  
cohesive  
congregation  
counselor  
economic hub

enterprises  
irrigation  
oasis  
persecution  
prophesied  
tabernacle  
tithing

### REVIEW AND DISCUSSION QUESTIONS:

1. How have the Mormons contributed to the industrial and agricultural development of Utah?
2. What role did the Mormons play in the settlement of the Salt Lake area of the Great Basin?
3. What are the duties of the Mormon Bishop?
4. It is difficult to separate the Mormon Church from the Mormon community. To what do you attribute this cohesive relationship?

GRADE 5  
April  
07

RELATED SUBJECT AREA:

Art, Social Science

OBJECTIVES:

To review functions and tasks of a farmer.

To develop an awareness to modern methods and equipment used by farmers in our community.

LEARNING ACTIVITY:

Begin by briefly discussing the methods of farming used by the people in Mesopotamia 4000 B.C. and the Romans 500 B.C. Compare them with the present day farming methods used in Steele County. Ask the students what special skills and abilities would be necessary for a farmer to have. Some might include: business management, mechanical ability, knowledgeable in science, chemistry, math, etc. Discuss how one might better prepare himself for a farming career. (helping on a farm, taking agriculture, science, and math courses in high school, attending a vocational or technical school, or college or university such as the University of Minnesota, Institute of Agriculture.)

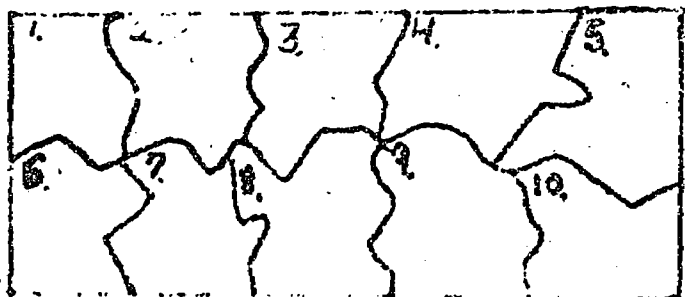
Construct a mural called "A Farmer at Work" or "Function of a Farmer." Begin by tearing off a large piece of construction or wrapping paper. A preferable size might be a 3' x 12' sheet or one that fits one of your bulletin boards. Cut the large pieces of paper into as many sections as you desire (see illustration below.) Next discuss and list on the chalkboard the various tasks performed in a typical farming operation. Some of the following tasks may be included:

1. preparing the soil (plowing, digging, dishing, dragging)
2. planting seeds (drilling oats, wheat, planting corn, beans)
3. fertilizing (applying)
4. cultivating
5. spraying
6. harvesting various crops
  - a. home storage or hauling to market
  - b. feeding livestock
  - c. baling hay and straw
7. feeding and care of livestock, (cows, young stock, pigs, chickens)
8. marketing livestock for products (pigs, cattle, eggs, wool)

Divide the class into as many groups as you have sections of the mural. Give each group a section of the mural and have them illustrate one of the tasks listed. When that is completed, the pieces of the mural can be all taped back in place and the mural is ready to be framed and displayed.

OCCUPATIONAL CLUSTER:

Agri-Business and Natural Resources



GRADE 5  
May  
01

RELATED SUBJECT AREA:

Reading, Language Arts, and Social Science

OBJECTIVES:

To examine Butte, Montana, a copper mining town that is presently being moved to a new location.

To describe the effects of a copper mine striking on the people of Butte.

To investigate the economic problems of a community which has only one main industry--mining.

LEARNING ACTIVITY:

This activity centers around the filmstrip "Butte, Montana; City in Transition." Precede filmstrip and tape with following discussion:

Begin by having the students define the word "butte," then locate Butte, Montana on a map, and also read information on mining (specifically Butte Hill and Butte ore) in Montana. Also review the term "strike" and discuss possible problems which might arise when one main industry goes on strike.

Following the filmstrip and tape, discuss questions on student activity sheet.

ENRICHMENT ACTIVITY:

Workers use strikes as their main bargaining weapon with management. Read about and compare the Butte strike to the Haymarket Strike (1886), the Homestead Strike (1892) and the Pullman Strike (1894.) Form three groups of students, with each one representing labor, management, and a mediation board. Working together through open discussion and compromises, the groups should try to reach a settlement in one or more of the historic strikes.

SUGGESTED RESOURCE MATERIAL:

Singer SVE Focus on America, The Near West Region-- Butte, Montana: City in Transition - filmstrip and tape A250-11 and teacher's guide.

Name \_\_\_\_\_

BUTTE, MONTANA: CITY IN TRANSITION

Vocabulary words and phrases to know:

butte

excavation

head frames

non-ferrous

open-pit mining

refine

strike

productivity

trade-in-allowance

Present the following questions before film:

1. In what ways has mining affected Butte both physically and economically?
2. What is management's position on the Butte strike? What is labor's position? What type of solutions can you offer to solve the strike?
3. How is Jeep salesman, Jack Davis, and the other Butte businessmen hurt by the miners' strike?
4. Most of the economic problems of the local merchants stem from the fact that Butte is a one-industry town. What can the community do to attract non-mining industries?
5. Is Owatonna similar to Butte? If not, how is it different?



RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science

OBJECTIVES:

To develop an awareness of the importance of evaluating work performances.

LEARNING ACTIVITY:

Begin class activity by having students list three tasks that they have done within the last two days. Next ask them how they could evaluate the performance of each particular task. Hand out a copy of the prepared work evaluation sheet and go over it with students. Possibly the class may wish to change or reconstruct an evaluation sheet which might be more suitable to their individual needs. Emphasize the importance of quality of work performed, quantity of work performed, and attitude.

After students have gone over or reconstructed an evaluation sheet have them evaluate one of their tasks on the sheet.

ENRICHMENT ACTIVITIES:

1. Role Playing: Have one student assume the role of boss of a work task and another be a worker under him. (Newspaper route supervisor; paper carrier)  
Situation A: Carrier is not doing a good job. He knows what to do but is not doing it.  
Situation B: Carrier is new to the job and would like help in starting.  
Situation C: Carrier has been doing a good job but would like to do it better.  
For each situation the boss is to make suggestions that would make the carrier a better and more productive worker. When each is done, have students complete the evaluation form.
2. Have students perform a task for a neighbor or a friend. When the job is completed, students will have the person fill out an evaluation form.
3. Have students perform assigned tasks in school (clean erasers, etc.) When finished, have an observer evaluate the task. Observer may suggest ways the job could have done more effectively or completely.

# WORK EVALUATION SHEET

Task performed \_\_\_\_\_

Time Required \_\_\_\_\_

	Very Good	Good	Fair	Needs Improvement
<u>WORK HABITS:</u>				
Ability to follow directions				
Responsibility				
Organization				
Quality of Work				
Amount of Work				
<u>ATTITUDES:</u>				
Toward co-workers				
Toward supervision				
Toward company				
Toward customers				
<u>PERSONAL HABITS:</u>				
Attendance				
Promptness				
Courtesy				
Appearance				

OTHER COMMENTS:

RELATED SUBJECT AREA:

Language Arts, Reading, Social Science, Math, and Science

OBJECTIVES:

To help each student appreciate his own potentials and interests.  
To develop an awareness toward occupations dealing with conservation and outdoor enjoyment and recreation.

LEARNING ACTIVITY:

Have students imagine that they will be able to go on a canoe trip into a wilderness area. Each person will be responsible for gathering information to be used in planning a successful trip. When beginning to organize the trip, have the students list things they are going to have to plan for. Some may include:

1. Fishing
2. Food
3. Transportation--highway and water
4. Investigation of wildlife in the area and tour possibilities
5. Safety, health, and sanitation
6. Supplies (other than food)
7. Itinerary (detailed route of trip)
8. Equipment, maintenance, and repair

Students may write for information regarding the plans made for the trip. Have the students make the necessary plans for their vacation. Also students should make a list of the types of occupations involved in the field of conservation and recreation.

After the students have gathered and compiled the information, have them report their decisions and the occupations of people connected with their vacation.

ENRICHMENT ACTIVITIES:

1. Students may draw a map illustrating the route of the vacation.
2. Students may plan a different type of family vacation. (Example: traveling out-of-state, traveling by camper, traveling using a tent, boating, sight-seeing, fishing at a resort.)

OCCUPATIONAL CLUSTER:

Environment Cluster, Hospitality and Recreation Cluster

SUGGESTED RESOURCE MATERIAL:

353.3 Colby, C. B. Fish and Wildlife (1 each)

C

353.3 Colby, C. B. Park Ranger (1 each)

C

353.81 Colby, C. B. Tall Timber; the Work, Machines, and Men of the U.S.

C

Forest Service (1 each)

SUGGESTED RESOURCE MATERIAL (cont.):

Possible sources of information for list 1-8 are:

Canoe Outfitters:

1. Voyageur Canoe Outfitters  
1300 14th Avenue  
International Falls  
Minn. 56649
2. Boundary Waters Canoe Outfitters  
Dept. MT -- Box 447  
Ely  
Minnesota 55731
3. Wilderness Waters  
Box 512T  
Grand Marais  
Minnesota 55604
4. B.W.C.A. Headquarters  
Ely  
Minnesota 55731
5. Chamber of Commerce Offices

GRADE 5  
May  
04

RELATED SUBJECT AREA:

Social Science

OBJECTIVES:

To develop an awareness of our state government and the occupations connected with it.

LEARNING ACTIVITY:

Briefly discuss the responsibilities and privileges we as citizens of Minnesota have. Also discuss responsibilities and privileges parents have. Items mentioned may include: care and respect of public property; pay taxes; vote; respect and obey laws; "free" education; access to public libraries, lakes, and rivers.

Conclude by stressing that the privileges and responsibilities we have as Minnesotans are partially due to an effective state government.

The following activity sheet and enrichment activities are oriented to help inform students about the jobs connected with our state government.

ENRICHMENT ACTIVITIES:

1. Write to the officials of the state government to find out additional information of the job description of each person involved.
2. Write to the state capitol asking for pamphlets on "How a Bill Becomes A Law."
3. Do research on the head of government of a state of Canada or Europe.
4. Give a panel discussion using a topic, "My Government is Best Because...."
5. Report on governmental agencies employed by our community.
6. Do research on the cost of governmental services.
7. Do research on early forms of government and trace the development to the present. (Egyptian, Greek, Roman)
8. Make drawing of the state seal, flag, bird, flower, tree, and capitol.
9. Do research on state school, libraries, museums.

OCCUPATIONAL CLUSTER:

Public Service Cluster

SUGGESTED RESOURCE MATERIAL:

- 977.6 Statehood to the Present (filmstrip)  
977.6 State and Local Government (filmstrip)  
977.6 A Tour of the State Capitol of Minnesota (filmstrip)  
371.42F Fraser, Arvonne Government (1 each)

Name \_\_\_\_\_

OUR MINNESOTA GOVERNMENT

1. In what year did Minnesota become a state?
2. Briefly describe the 2 ways the state constitution may be amended (changed.)
3. Describe the duties and term of office of the
  - a. governor
  - b. lieutenant governor
  - c. secretary of state
  - d. attorney general
  - e. treasurer
  - f. auditor
4. Describe the duties and terms of office of the legislature.
  - a. senators
  - b. representatives
5. When does the state legislature meet in session?
6. The state supreme court heads Minnesota's court system. The supreme court has a chief justice and 6 associate justices. Further explain the Minnesota court system and the terms of offices of the justices.
7. How many state constitutions has Minnesota had?

RELATED SUBJECT AREA:

Science (This activity may be correlated with pp. 310-357, Unit 9, Science For Tomorrow's World.)

OBJECTIVES:

To develop an awareness to the problems of population and pollution of the earth.

To develop an awareness to possible future under-the-sea occupations.

LEARNING ACTIVITY:

Conduct a brief discussion regarding the pressures of population and pollution on the land masses of the world. Due to these problems, man is being forced to seek new habitations beneath the sea. Total earth pollution and resource devastation has made the earth unfit for human life.

Following the discussion, have the students imagine that within a period of so many months a certain portion of the inhabitants of the world will be forced to move under the sea. A limited number will be selected to go, and your "ticket" for survival will be the choice of a job that is absolutely necessary to the establishment and continued existence of the colony. The general task of the students will be to determine which occupations they consider necessary in the new culture in order to justify their role in this new environment. Have students justify these occupations in front of the class by stating their roles and their necessity to the new environment.

ENRICHMENT ACTIVITIES:

1. Draw pictures of the students' specific under-the-sea occupations.
2. Research on the scientists' explorations under the sea.
3. Research in the field of oceanography.
4. Research on underwater equipment and associated occupations.

OCCUPATIONAL CLUSTER:

Environment Cluster

RELATED SUBJECT AREA:

Math

OBJECTIVES:

To develop an awareness of math concepts involved in planning a grade-level party.

To develop an awareness of how room mothers need to plan and budget students' party money.

LEARNING ACTIVITY:

The following activity is designed mainly to have students work with a variety of math concepts and make them aware of how room mothers need to plan and budget students' money. Students should be made aware that the activity is intended to be strictly hypothetical. However, if the classroom teacher and students wish to check on how much money a room mother has allowed, for example, for an end-of-the-year party, possibly the students may then plan an actual menu around the actual amount of money the room mother has for the party.

It will be the students' task to completely plan and figure out the expense of a party which is not to exceed 30¢ per pupil. Information to be considered (the following is only a suggestion):

1. total number of pupils
2. total amount of money to work with
3. cost of refreshments

suggested menu--

- a. hot dogs
- b. buns
- c. catsup
- d. mustard
- e. cookies (bars)
- f. ice cream
- g. pop
- h. napkins

The students will first have to find out the total number of students, then the total amount available allowing 30¢ per person. With this information the students will have to find out the costs of refreshments and what items of refreshments their budget will allow.



# **CAREER EDUCATION**



# **GRADE 6**

RELATED SUBJECT AREA:

Language Arts: Who Am I?

OBJECTIVES:

1. Student evaluates his interests, abilities, values, needs, and other self-characteristics as they relate to occupational roles.
2. Teacher will learn a great deal about each student, his problems, family, likes, dislikes, attitudes, etc., early in the year.

LEARNING ACTIVITY:

The following is an outline which one might like to use as a guide. It may be changed to suit your classroom. The children use the outline to write the composition "Who Am I?"

- I. Birth
  - A. Where
  - B. When
- II. Parents and family
  - A. Father and mother
    1. Occupation of each
  - B. Brothers and sisters
    1. If older, where they live and work
    2. If younger, pre-school or student
- III. Pre-school days
  - A. Things I remember which were interesting and unusual (include trips, activities)
- IV. School days
  - A. Where
  - B. What school subjects I enjoy most
  - C. What school subjects I enjoy least
  - D. What I think I'm best at
- V. My hobbies and interests
  - A. What I do during my leisure time
  - B. In what ways my hobbies help me
- VI. My likes and dislikes
  - A. Food
  - B. Companions
  - C. Work in home
  - D. In kinds of books
  - E. Games or activities
- VII. What I'd like to be when I grow up
  - A. Mention several things you'd like to do.
  - B. If entirely undecided, say so.

Check list to be used with Who Am I?

Put a (✓) in the column that best describes your traits. Put an (X) in the column if it is not a strong trait of yours. Put a (0) in the column if you'd like to have that trait.

	ME (AS I SEE MYSELF)
1. adventurous	_____
2. affectionate	_____
3. ambitious	_____
4. appreciative	_____
5. careful about my appearance	_____
6. competitive	_____
7. complaining	_____
8. demanding	_____
9. easily angered	_____
10. easily discouraged	_____
11. easily influenced	_____
12. enthusiastic	_____
13. forgiving	_____
14. honest	_____
15. good listener	_____
16. helpful	_____
17. jealous	_____
18. kind	_____
19. look on bright side of things	_____
20. too loud	_____
21. need lots of praise	_____
22. obedient	_____
23. responsible	_____
24. sarcastic	_____
25. sassy, "talk back"	_____
26. selfish	_____
27. talkative	_____

28. thoughtful
29. touchy, can't be kidded
30. many interests
31. will-mannered
32. willing worker
33. willing to try
34. very dependent on others

---

---

---

---

---

---

---

RELATED SUBJECT AREA:

Spelling

OBJECTIVES:

To become aware of occupational words, and their meanings.  
To provide some interesting activities to accompany the words.

LEARNING ACTIVITY:

To have children thinking about career awareness, the teacher might like to use this with the activities early in the year. Children will be assigned the number of words according to their ability. The easiest words are at the beginning of the list. Use as many of the activities on the student's page as you find valuable.

Key:

I. Compound words.

salesman	lumberjack
policeman	bricklayer
bookbinder	candymaker
bookkeeper	longshoreman
draftsmen	

II. cook

baker	welder
miner	bookkeeper
dancer	bricklayer
editor	candymaker
gardener	designer
bookbinder	glazier
rancher	translate

III. No answer key as answers will vary.

IV.

1. translators	6. biologist
2. musician	7. draftsmen
3. geologist	8. surveyor
4. merchant	9. agriculture
5. glazier	10. furrier

V.

1. artist	6. welder
2. lawyer	7. dentist
3. designer	8. lumberjack
4. dancer	9. furrier
5. salesman	10. mechanic

VI.

1. policeman	6. designer
2. glazier	7. electrician
3. gardener	8. furrier
4. translator	9. bookbinder
5. pharmacist	10. meteorologist

STUDENT'S SPELLING LIST

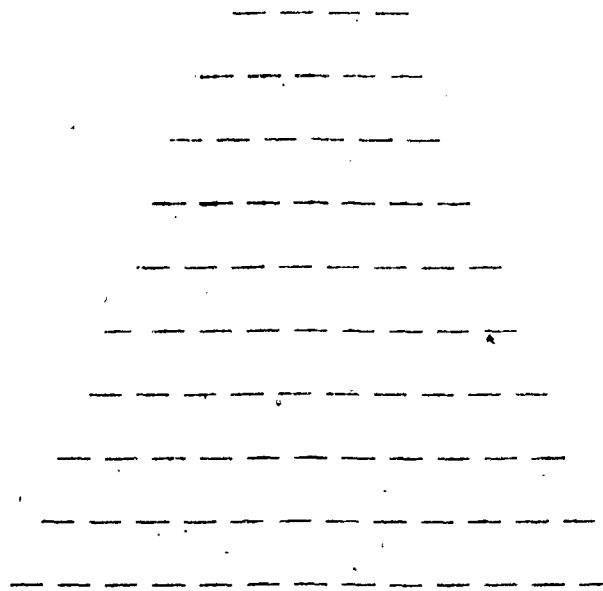
- |                |                   |
|----------------|-------------------|
| 1. cook        | 21. pharmacist    |
| 2. baker       | 22. draftsman     |
| 3. artist      | 23. surveyor      |
| 4. miner       | 24. lumberjack    |
| 5. dancer      | 25. bricklayer    |
| 6. editor      | 26. candymaker    |
| 7. dentist     | 27. longshoremen  |
| 8. gardener    | 28. veterinarian  |
| 9. janitor     | 29. biologist     |
| 10. salesman   | 30. meteorologist |
| 11. policeman  | 31. designer      |
| 12. bookbinder | 32. glazier       |
| 13. merchant   | 33. translators   |
| 14. rancher    | 34. accountant    |
| 15. welder     | 35. agriculture   |
| 16. mechanic   | 36. geologist     |
| 17. bookkeeper | 37. agri-business |
| 18. engineer   | 38. electrician   |
| 19. furrier    | 39. musician      |
| 20. physician  | 40. lawyer        |

Challengers:

1. anesthetist
2. beautician
3. sociologist
4. cosmetologist
5. physicist

Activities:

- I. Find and write all of the compound words.
- II. Find and write all the words with the prefix ending which means "one who". Discuss the words. What would each mean?
- III. Complete the triangle. The first word will be the shortest; therefore, it becomes the first word in the triangle. Each blank calls for a letter. More than one word will fit in some cases.



IV. Fill in the missing blanks. Each space is one letter.

1. t \_ \_ n \_ \_ a \_ \_ rs

2. \_ us \_ \_ i \_ \_

3. \_ e \_ \_ o \_ \_ \_ t

4. m \_ \_ \_ \_ an \_

5. g \_ \_ \_ \_ ie \_

6. b \_ \_ \_ \_ og \_ \_ \_

7. \_ \_ \_ af \_ \_ \_ \_ \_ n

8. \_ \_ \_ rv \_ \_ \_ \_ r

9. \_ \_ \_ \_ \_ ic \_ \_ \_ \_ \_

10. f \_ \_ \_ \_ \_ \_ r

V. Unscramble the following words.

1. trista
2. yerval
3. rendiges
4. redcan
5. eslasnam
6. lderwe
7. tendste
8. kajcreblum
9. rufrire
10. chicanme

VI. Fill in the blank in the sentence with the proper word from the spelling list.

1. The driver who exceeded the speed limit was stopped by the \_\_\_\_\_.
2. One who replaces broken window glass is a \_\_\_\_\_.
3. One who takes care of lawns and a garden is a \_\_\_\_\_.
4. One who interprets or translates languages is called a \_\_\_\_\_.
5. One who sells legal drugs is a \_\_\_\_\_.
6. One who plans and fashions artistically is a \_\_\_\_\_.
7. One who repairs, installs, and maintains wires or appliances is a \_\_\_\_\_.
8. One who makes furs into garments. \_\_\_\_\_
9. One who repairs books is a \_\_\_\_\_.
10. The one who is involved in the art of weather forecasting is a \_\_\_\_\_.



RELATED SUBJECT AREA:

Science (Ecology)

OBJECTIVES:

To understand the meaning of ecology.

To understand that a great variety of jobs are included in the field of ecology.

LEARNING ACTIVITY:

Include in this plan many of the people involved in ecology; permit students to give you as many occupations as possible which are associated with ecology. After their suggestions you might check with this list: conservation officer, forest ranger, park superintendent, soil conservation officer, horticulturist, entomologist, plant pathologist, ornithologist, sanitary engineer, biologist, botanist, chemist. (You, as teachers, may think of others related to this area):

1. When you hear the words "forest ranger," what do you think of?
2. Is there a particular dress, talk, and physical appearance associated with each of these workers?
3. What do you think the specific duties of these people would be?  
Divide into groups and do some research on these workers. Share your findings with the class.
4. What do you feel would be the very good aspects of these jobs which interested you?
5. What might be the bad aspects of these jobs?

EXTENDED ACTIVITY:

1. Have each child associate himself with one worker in their list. He might show himself doing an activity which he would be doing if he had that job. Example: As a conservation officer you might be banding or counting water fowls or helping to care for a motherless animal.

OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

Filmstrips

Atmospheric Pollution	614	Some Relation
Land Pollution	614	
Marine Pollution	614	All schools
What Is Conservation	333	

## STUDENT'S SHEET

Today we are thinking about ecology. There are many people who work in the field of ecology..

1. Write the names of all the jobs which you think are associated with ecology.

a.

f.

b.

g.

c.

h.

d.

i.

e.

j.

2. When you hear the words "forest ranger" what do you think of?

3. Look over your list in problem 1; is there any particular dress, talk, or physical appearance associated with each of these?

4. What would be the specific duties of these people?

5. What do you feel would be the very good aspects of these jobs?

6. What might be the bad aspects of these jobs?

RELATED SUBJECT AREA:

Book I - The Age of Westward Expansion. Social Studies Area to follow the Preface in Book I.

OBJECTIVES:

To understand that man is a "change maker."  
To understand that one change leads to another.  
To understand that change comes slowly.

LEARNING ACTIVITY:

Divide the class into two groups. The small group will work with primitive man, making a mural depicting life of very early man. Include "cut outs" of man providing for basic necessities of life. Show men and women doing work of his time.

On the other larger mural, start with a base drawing, include roads, bridges, houses, cars, telephone poles, airplane factories, ships, a cultivated field, and agricultural equipment. You might wish to mount the cutouts chronologically: cultivated fields before factories, cars before airplanes, etc.

Discuss the things which do not show as the machinery inside of factory or appliances in side the homes, medicines, textiles, T.V. sets, plastic products, glass windows, fertilizers.

On the primitive mural, show slash and burn culture; show the tools which early man needed in order to produce.

OCCUPATIONAL CLUSTER:

Agri-business - Manufacturing

SUGGESTED RESOURCE MATERIAL:

Universal History of the World, Volume I

RELATED SUBJECT AREA:

Chapter I - Age of Western Expansion

OBJECTIVES:

1. To understand that inventions and technology change men's lives.
2. To understand that development of printing contributed to a revival of learning, which influenced man to prepare himself for a wider scope of activities.
3. To understand that learning depends on communication.

LEARNING ACTIVITY:

Research:

1. How the making of paper spread from China through the Muslim world to Europe. Continue research on papyrus to parchment to modern day paper made from wood pulp. (Be sure to point out the necessity of finding a cheap source of paper.)
2. After researching making of paper, begin the study of printing, how, where it began, how rapidly the ideas of printing progressed, how it affected the lives of people in Central Europe, and how it influenced the government.
3. Compare communications of the 1500's in Central Europe with communications today.
4. Spend considerable time discussing all types of communications today. Discuss occupations and people involved in the communications cluster; such as printers, T.V. people, telephone exchanges, mail and postal clerks, news photographers, etc.

OCCUPATIONAL CLUSTER:

Communications

SUGGESTED RESOURCE MATERIAL:

Encyclopedias  
The Age of Western Expansion

RELATED SUBJECT AREA:

Social Studies - Age of Western Expansion  
Trade and the Art of Navigation Career Emphasis "Navigators"

OBJECTIVES:

To compare the life and work experiences of the first navigator, Prince Henry, with present day navigators.

LEARNING ACTIVITY:

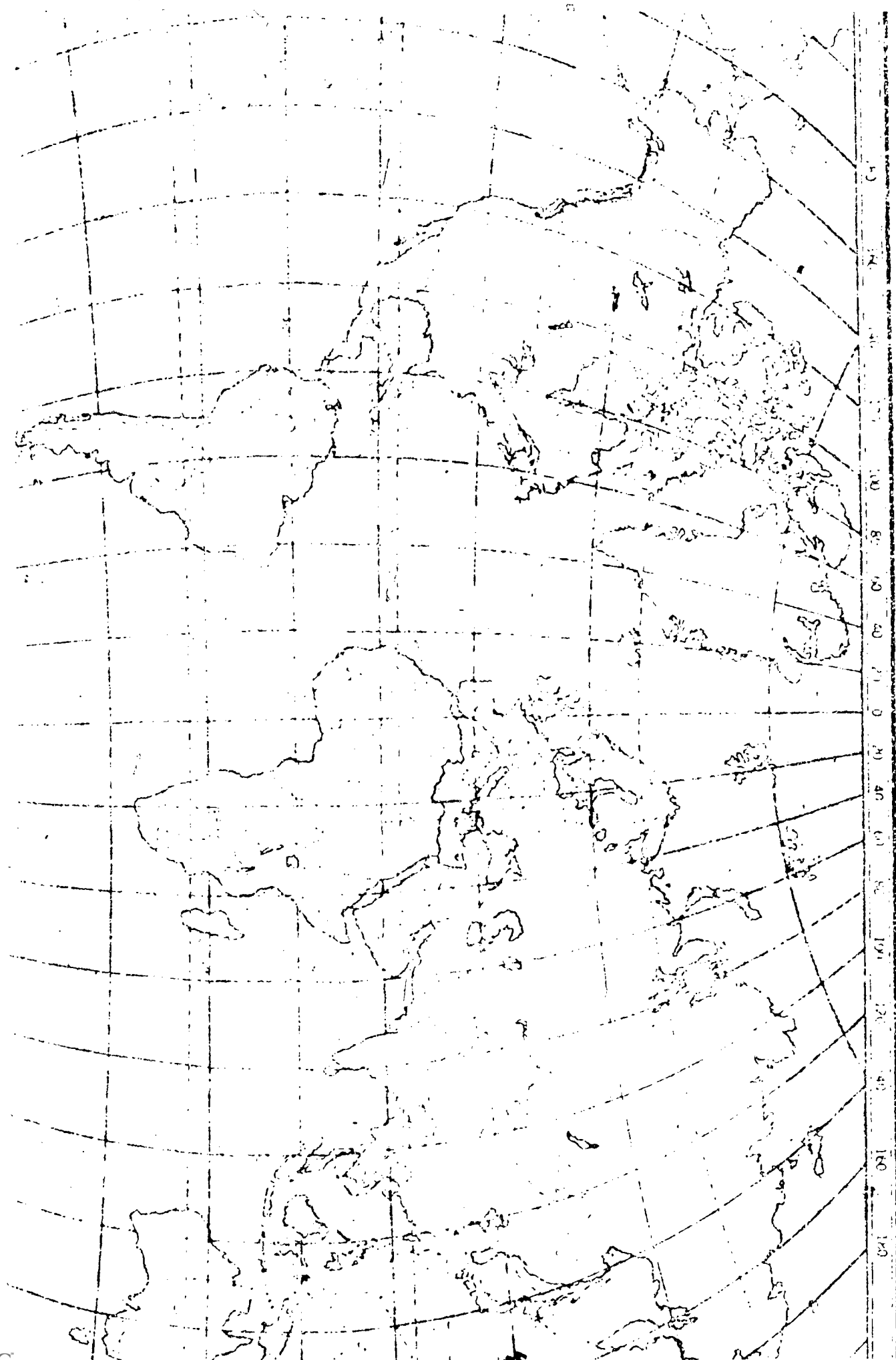
1. Discuss with students the reasons why Prince Henry felt the need for a school of navigation at Sagres on Cape St. Vincent.
2. Discuss the few crude instruments which were available such as astrolabe, compass, clock, Behair's Globe and rhumb lines on a navigation chart.
3. Discuss the North Star as a guide to the navigator.
4. Discuss the reasons for building new ships at Prince Henry's school.
5. Discuss the work of the astronomer in Prince Henry's time.
6. Discuss the first maps which were really charts of the coastlines along which navigators had traveled.
7. Emphasize the idea that Prince Henry realized in his day that he needed people with special abilities, such as a mathematician to compile navigators' tables, carpenters who had ability to build ships, astronomers who could keep them informed as to the position of stars and planets.
8. Now research "Navigators" today. Find out what a Navigator must do.
9. Find out what kinds of navigators we have today such as ship's navigator, plane navigators, etc.
10. Find out what instruments are used today to assist the navigator. (World Book Encyclopedia)
11. On the outline map of the World, draw in the routes of each of the navigators listed in number 10. Make a legend for your map.

OCCUPATIONAL CLUSTER:

Transportation

SUGGESTED RESOURCE MATERIAL:

Encyclopedia Volume N  
Age of Western Expansion Chapter II  
Filmstrip Spanish Explorers 973.1 L



RELATED SUBJECT AREA:

Music

OBJECTIVES:

To realize that music is an integral part of the growth of the U.S.A.  
To know that there is a definite relationship between occupations and music.

LEARNING ACTIVITY:

Much of the history of our country can be learned through listening and singing American folk songs. Many of these songs tell the vocation in which the settlers were involved, and we are able to see the expansion and growth of our country and its industry. Since there is a direct correlation between the area of the country and the vocation involved, this unit has been organized by geographic locations.

The Southland

Music of the Southland is a colorful mixture of mountain ballads, the Negro spiritual, river songs, and work songs that tell about the South.

Holt, Rinehart, and Winston--Book 5

Glendy Burke by Stephen Foster (This is the song title of a river boat that traveled up and down the Mississippi.)

Silver Burdett--Book 6

Long John (Blues song)

Pick a Bale O' Cotton (Cotton picking song)

Middlewest

As people moved westward they faced a difficult but exciting frontier life. New sounds, that of the hammer, of machinery, the train whistle, gave evidence of a new way of life which the music reflected. The farmland regions were the sources of new work songs as were the factories in the cities.

Holt, Rinehart, and Winston--Book 5

Shuckin' of the Corn (American folk song)

The Farmer is the Man (Midwestern folk song)

Holt, Rinehart, and Winston--Book 6

The Peddler (Ukranian folk song)

Silver Burdett--Book 6

The Boatman's Dance (American folk song. This song tells about boatmen on the Ohio River.)

The Wells Fargo Wagon from "The Music Man," by Meredith Wilson (This tells about the means of transporting goods before the advent of trucking.)

Ginn--Book 6

Nine Hundred Miles (American railroad song)

Silver Burdett--Book 5

Down the Ohio (River chantey)

Drill, Ye Tarriers (Railroad song)

Hammer Man (American railroad song)

John Henry (American railroad song)

At the Blacksmith (Russian folk song)

Eastern Seaboard

Much of the music of the Eastern Seaboard stems from the time the American Colonies were being settled. The people were busy building new homes and new lives. Much of the music reflects the proximity to the seacoast and the bustling port cities that sprang up.

Holt, Rinehart, and Winston--Book 5

Boston Come-All Ye (Sea chantey)

A-Roving (Sea chantey)

Erie Canal (American work song) This song tells of the Erie Canal, opened in 1825, that provided the link between the Atlantic Ocean and the Great Lakes.

Silver Burdett--Book 6

We'll Rant and We'll Roar (Traditional song)

A-Rovin' (Sea chanty)

Follett--Book 6

Cape Cod Chantey (New England chantey)

Donkey Riding (Canadian folk song) This song tells about the donkey which is a small steam engine used in loading lumber aboard ship.

Silver Burdett--Book 5

Erie Canal (American folk song)

Blow the Man Down (Sea chantey)

Sarasponda (Early American spinning song)

Shenandoah (Sea chantey)

Far West

Many exciting folk songs tell of the westward expansion. The life of the cowboy was often eulogized in song as well as the exciting lives of the gold-rush miners. Songs of the west also reflect the lives of the lumberman, the railman, and the sea.

Holt, Rinehart, and Winston--Book 5

Dogie Song (Cowboy song)

The Colorado Trail (Cowboy song)

Sacramento (American sea chantey)

The Shanty-Man's Life (American folk song)

The Railroad Cars Are Coming (American folk song)



Holt, Rinehart, and Winston--Book 6

Streets of Laredo (Cowboy song)

Silver Burdett--Book 5

The Cowboy (American folk song)

Doney Gal (Oklahoma folk song)

Grizzley Bear (American work song)

Follett--Book 6

Oh, Give Me the Hills (Miner's song)

Home on the Range (Cowboy song)

Silver Burdett--Book 5

Dogie Song (American cowboy song)

The Railroad Cars Are Coming (American folk song)

RELATED SUBJECT AREA:

Language Arts Newspaper Unit

To follow the unit in Harper Row English 6

OBJECTIVES:

To familiarize students with the great number of people needed to produce a paper.

To learn the parts of a newspaper and what kinds of material belongs in each part.

LEARNING ACTIVITY:

Discuss the role of the newspaper in the community; then refer it to the school.

Discuss the various jobs related to production of the newspaper.

Visit the newspaper office. Have the editor show you how the different departments are operated, and show you what the people do. (Each teacher arrange a trip to Owatonna People's Press.)

Plan a class newspaper. Be sure to have children cover most of the important jobs on the newspaper with the teacher acting as the production manager.

Decide with students the jobs which each will have such as: editor-in-chief, reporters, artists, copy editors, proof readers, assemblers, cartoonists, advertising manager, circulation manager, and news photographer. Have children look up the duties of the job to which he is appointed.

List the vocabulary: by-line, classified, copy, edition, exclusive, headline, news, service story.

Decide what kinds of stories can be written for a school newspaper. Be sure every student is given an assignment according to his ability.

After the articles have been written, give them to the proof readers, from them to paste up artist, or assemblers, then to the editor-in-chief.

Point out how spelling, knowledge of correct punctuation, and sentence structure are so very important.

After studying the newspaper unit, children will have the knowledge of writing news stories.

Give some assistance to the advertising manager and to the art director. Select a child who shows talent in art to be the art director.

Discuss cartoons and their purposes. Be sure that the cartoon which is drawn relates to a problem that is timely and school related.

Discuss the editorial page and the letters to the editor. Again be sure the editorials relate to school problems.

Discuss what persons would be likely to enjoy newspaper work.

The circulation manager will take charge of distribution.

OCCUPATIONAL CLUSTER:

Communication and Media

SUGGESTED RESOURCE MATERIAL:

Epstein, Sam The First Book of News (all) 070E

Faber, Doris Behind the Headlines (all) 070F

Harper Row English Book 6

RELATED SUBJECT AREA:

Language Arts - In the Newspaper Unit; bring section of Help Wanted ads  
Harper Row English - Chapter V

OBJECTIVES:

To understand the purpose of the ad section of the newspaper.  
To understand the necessary content of an application letter.  
To understand and use proper form and punctuation of a business letter.

LEARNING ACTIVITY:

Use a transparency model to review form and punctuation of a business letter. (Model is included following this unit.) Discuss it carefully. Pupils can refer to the form as they write. Discuss the purpose of writing the letter.

Each student chooses an ad with which he can relate. If he does not like any which he finds, he may use the ones he has found to assist him in writing an ad of his choice. (There is also a form included.)

Discuss carefully the information needed in answering an ad. Include in the body of the letter your previous work experiences, your education, your characteristics of personality which qualify you for the job, and references from previous employers. Also tell in your letter your willingness to have a personal interview at their convenience.

OCCUPATIONAL CLUSTER:

Communication and Media

SUGGESTED RESOURCE MATERIAL:

Faber, Doris Behind the Headlines 070F  
Epstein, Sam The First Look of News 070B

**Call Personnel**  
**WYVH HOSPITAL**  
 1700 University  
 St. Paul, 55104

**ENGINEER**

"A" License required.  
 to incorporate October.  
 permanent position.

**HESDA LUTHERAN  
 HOSPITAL**  
 227-4111 Ext. 127

**ESTIMATOR**

Minneapolis building con-  
 struction. Includes managing  
 department, purchasing,  
 scheduling and client contact.  
 Fringes plus bonus comm.  
 with background and  
 2. Write Box No. 637 KA

**MENTOR COUNSELOR**

male. If you have had sale  
 contract experience and  
 work with people, we will  
 pay excellent salary. \$400  
 per mo. Call Mr. Terlin, 645  
 5th & Snelling Park, 1625

**ENGR.—FEE PD.  
 TO \$13K**

Insurance test & valid ton.  
 Ave. hardware exp. with  
 experience. Call  
 227-4111

**UNIOR ENGINEER**

ing engineering Co. needs  
 systems designer includ-  
 ing drafting. Will accept re-  
 turned or equiv.  
**SYSTEMS ENGINEERING**  
 227-1315

**PROPERTY DAMAGE EST.**

Heavy Body Shop  
 Good appearance and  
 Start at \$475 Mini-  
 319 Hamm Bldg. 227-2044

**INDUSTRIAL ENGR.**

**FEE PAID**  
 Co. wants outgoing capable  
 in 1 yr exp. Very good ben-  
 efits. Apply at Liberty 445-0873

**TORY JOBS**

start to \$700+  
 Interested in steady year  
 employment. We have  
 many (20) immediate open-  
 ings. 21 & up. Car neces-  
 sary.

**EMPLOYMENT 336-5761**

**IND RAISER**

**FEE PAID**  
 Prof campaign rep. some  
 business exp. W-52, 1st  
 724-3244

**FOLDING CARTON**

possible of assuming com-  
 pany. For die cutting  
 plant. Call 551-5541

**FACTORY \$500 Mo**

**LOWEST RAMP 444-7887**  
 security openings. If you  
 are in good health, have no  
 record, apply on Mon-  
 day. We offer free ins. uni-  
 form, also a pension  
 plan. Also pay special police  
 and less. Suite 454, Baker  
 Bldg. An Equal Opportunity

**GIRLS—GIRLS**

**PART TIME**  
 over 16 years needed.  
 our hours, many, ave. 3  
 No office skills neces-  
 sary. Play talking to people  
 our conf. office. Guarant-  
 eed bonus. Call 778-1745

**COLLEGE GRADS**

use business skills to pho-  
 nograph. See our ad under  
 "BUSINESS". 140 W.  
 44-2474

**Friday \$700++**  
 Midway Emp 1586 Univ.  
 Our 27th Cordon  
 Cordon or gular

**LABOR REL DIR. \$17,000++**

See or call Midway Emp. 1586 Univ.  
 44-2474 in our 27th C.

**LUMBER YARD MANAGER**

Position offers unlimited opportuni-  
 ties with expanding chain opera-  
 tion. Must be capable of assuming  
 complete control of entire yard. 10  
 million plus annual sales. Ideal ap-  
 plicant is experienced in all phases  
 of management of a retail building  
 materials business. Sales presently  
 growing. Contractor business. Com-  
 pensation \$20-\$25,000 including bonu-  
 s. Company provides profit shar-  
 ing plan & excellent fringe benefit  
 package. Wisconsin location. Send  
 confidential complete resume to P  
 O Box 356, Rav. Clear, Wis 54701

**MEDICAL  
 TRANSCRIPTIONIST**

**PART TIME**  
 If you have experience typing medi-  
 cal dictation and are seeking for a  
 position which requires only a  
 4 hours per evening, contact Jim  
 Dahl, 222-1571, ext. 20. Personnel  
 Assistant

**HOMEMAKERS**

SUBSIDIARY OF THE UPJOHN CO  
 224-3391

**RN  
 AMBULATORY  
 PEDIATRIC  
 CLINIC**

EXPERIENCED Pediatric RN with  
 initiative to plan & help provide  
 comprehensive child & family  
 care. Position available immedi-  
 ately. For further information,  
 contact Personnel Dept. 227-4591.  
 Ext. 118

**CHILDREN'S HOSPITAL**

311 PLEASANT AVE.  
 An equal opportunity employer

**NURSES**

Experience required. RNs full time  
 in OR, OP, Outpatient day and night,  
 ICU relief or nights. Part time in  
 Med-surg.

**I DAI**

**PRESSMAN-OFFSET**

17x25 5/8x24 1/2 day weekend shift.  
 2nd shift 4:30-12:30. Call or write  
 Olson Craftsmen Press 407 Ac-  
 2nd St. N.W. 54401 226-3244

**Public Relations**

Public relations & Fund Raising Sal-  
 ary depends on qualifications. Ex-  
 perience. Exp. Small Email. 516  
 227-4111

**Good Phone Voice \$525++**

See or call Midway Emp. 1586 Univ.  
 44-2474 in our 27th C.

**RECEIPT—TYPIST**

\$400+  
 Interesting PUBLIC CONTACT positi-  
 on for personable, well groomed  
 typist (50% WPM) with commu-  
 nication skills. Excellent advance-  
 ment opportunity. ANX-008 TO  
 HIRE. See St. Paul Employment  
 Bureau, Suite 201, Metro Square  
 Bldg. 7th & Robert.  
 222-3733  
 Open 2-5 PM Even by appt

**Quoting in pure architectural**

Department for an attractive individ-  
 ual with good typing & dictaphone  
 skills. Prior 1-2 years experience  
 in business school.  
 Benefits include 4 day work week.  
 For personal interview contact:  
 Karen Jackson  
 ELLERBE  
 Architects Engineers Planner  
 305 Shiley Street  
 St. Paul, Minn 55101  
 227-4111 ext. 40

**PRIVATE SEC'Y**

\$500-\$600 FEE PD.  
 BUSY executive needs CAREER ori-  
 ented secretary to handle adminis-  
 trative duties. Position making  
 possible for individual with  
 strong secretarial skills and excel-  
 lent stenographic skills. Would prefer own  
 transport for attending occasional  
 meetings. Salary \$500-\$600. Metro  
 Square Bldg. 7th & Robert.  
 222-3733

**Furn. & Appliance  
 SALES**

any against commissions.  
 company benefits. Must be  
 some background in sales.  
 Apply Personnel Dept. 3rd

**GRANTS**

At equal opportunity employer

**LES MAN**

ant, full time, for  
 clothing store. Some  
 experience preferred.  
**ONE ALEX BLACK**  
 AT 226-3131

**SECRETARY  
 PRIVATE**

ne Paid. New position, sec-  
 y Vice President of local  
 New plush corporate of-  
 fice downtown St. Paul. Long  
 term and typing required. All  
 benefits paid & first  
 call 445-3701 THE CA-  
 PROFESSIONALS INC.

**OFFICE SEC.**

position open 8:30 AM to 5  
 evenings weekends. Hosi-  
 ckerround preferred but  
 necessary. Must have typing  
 skill & good telephone  
 skills. Excellent benefits. Pro-  
 apply Personnel Dept.  
 10 Johns Hospital. 402

**EXECUTIVE  
 SECRETARY**

Top skills required. Long term as-  
 signments available to new  
 DOWN TOWN LOCATION  
 TOP PAID. CALL FOR FEE  
**VICTOR TEMPORARIES**  
 222-7044

**Secretary \$550**

For po. Light in. Good typing plus  
 dictation. Call Ellis. Higher  
 Employment Center, 1531 First Natl  
 Bank Bldg. 224-7575.

**Switchboard Operator**

Temp Mendota-Arca  
 NEVER A FEE - Approx 23 wks.  
 some exp. TOP PAGES.  
 LYNN TEMPORARY, Grissom Mid-  
 way Bldg. 445-2444

**June Grad Sec'y**

Interesting public contact position.  
 Type 50-55 WPM. Start 445. KAY  
 McALLAN P.O. Box 1549 Univ. 44-  
 2474 or 300 PIONEER BLDG. 227-  
 1341.

**SALES ENGINEER**

Major aluminum window manufac-  
 turer has position for assistant  
 with comm. knowledge or con-  
 struction industry. See  
 agency. Write or call Al Kitcher.  
 227-4111

**EXEC. SEC'Y  
 FEE PD. \$550**

Present job for Pres & Gen'l Mgr of  
 Top 1000 firm. Need shift. Good typ-  
 ing. 141 Commercial. Employ-  
 ment. W-371 1st Natl Bank Bldg.  
 224-2411

**SECRETARIAL**

Need capable person to handle this  
 position for fast growing local Co.

**Manager Building Materials**

Mature, responsible person, with  
 ambition to advance. Some experi-  
 ence preferred, but will consider  
 training right person. Apply Mr.  
 Crooks or Mr. Kates.

**Zayre Shoppers City**

1748 Van Dyke  
**MECHANIC**  
 Leading import auto store needs 2  
 quality mechanics for fast ex-  
 panding service dept. See or call  
 Bob Dahl

**HORVATH IMPORTS, INC.**

**MANAGEMENT TRAINEE**  
 Spend 6 mos as trainee, then 6 mos  
 as asst mgr. then take over as  
 manager. Experience not neces-  
 sary. \$4000 first year, \$7000 up sec-  
 ond yr. Call Ted Phillips, 6451  
 Snelling & Snelling Park, 1625 Univ  
 Ave.

**Medical Office \$475**

Outgoing person for public contact.  
 Good typing. KAY McALLAN  
 P.O. Box 1549 Univ. 44-2474

**RETIRED  
 MARKETING MANAGER, SALES**

Who would like to assist young corp  
 on a part time basis to market  
 pharmaceutical products?  
 227-4111

**MAN WITH LIGHT TRUCK OR  
 STATION WAGON for manage-**

ment opportunity with local clean-  
 ing firm. Day work only. Must be  
 neat appearing. Insurance back-  
 ground helpful. No experience nec-  
 essary. For interview call KC Post. 44-  
 2474

**BANK MESSENGER**

**Challenging position for mature,**

pleasant person who is able to re-  
 late well with people of all ages to  
 work in large home carrying for  
 the retailing of all major de-  
 part. RN 224-3391 Mon thru Fri 8  
 AM to 3 PM

**NURSING INSTRUCTORS**

South Dakota State University full  
 opening  
**ST. PAUL UNIT: PT Med-surg. PT-  
 OB**  
**BROOKINGS UNIT: PT Med-surg.**  
 Public or public health nursing  
 background.  
 Masters Degree Preferred. Call Mrs  
 Dahl 227-4111 or 227-4111

**Wanted LPN**

to work 6 hours a day. 4 days a week  
 in private home. No weekends.  
 Call Mickey. 222-4797

**Nursing Care Service**

**RN**  
 3 part timers wanted for night shift  
 to work in well established nursing  
 home in central residential area near  
 the St. Paul campus. Call 644-8443  
 for details

**GENERAL OFFICE**

INSURANCE claims processor,  
 Typing & telephone. Salary com-  
 mensurate with ability. Liberal  
 fringe benefits including profit  
 sharing. 1284 E Hwy 12, 774-2641,  
 Mr. Elsh

**RN OR LPN**

Full time and part time, day and  
 evenings. Minneapolis 224-  
 1266 See-More Nursing Home

**RN OR LP**

Full or part time. Geriatric and re-  
 hab nursing. Traveling nursing in  
 New Brighton. 445-7023

**CHICAGO TITLE**

**Receipt. Get Off. \$650++**  
 See or call Midway Emp. 1586 Univ.  
 44-2474 in our 27th C.

**RECEIPT—TYPIST**

400+  
 Interesting PUBLIC CONTACT positi-  
 on for personable, well groomed  
 typist (50% WPM) with commu-  
 nication skills. Excellent advance-  
 ment opportunity. ANX-008 TO  
 HIRE. See St. Paul Employment  
 Bureau, Suite 201, Metro Square  
 Bldg. 7th & Robert.  
 222-3733

**Medical Secretary**

Part time position open in medical  
 records department. Must have P.H.  
 3 yrs. exp. Must be a good typist  
 with experience in dictaphone & in  
 medical terminology. Call for appt.  
 227-4111, Mrs. Southern. 1000  
 St. Joseph's Hospital.

**steno \$450**

multi. fee pd. must be able to han-  
 dle full range of office duties -  
 type 50+ sh 100+, have good  
 phone voice and be well groomed.  
 please see or call Dorothy Kari  
 Klemm, 227-9358, 515 Pioneer  
 Bldg.

**EXEC. SEC'Y  
 FEE PD. \$550**

Present job for Pres & Gen'l Mgr of  
 Top 1000 firm. Need shift. Good typ-  
 ing. 141 Commercial. Employ-  
 ment. W-371 1st Natl Bank Bldg.  
 224-2411

**SECRETARIAL**

Need capable person to handle this  
 position for fast growing local Co.

**At equal opportunity employer**

**EXECUTIVE  
 SECRETARY**

Top skills required. Long term as-  
 signments available to new  
 DOWN TOWN LOCATION  
 TOP PAID. CALL FOR FEE  
**VICTOR TEMPORARIES**  
 222-7044

**Secretary \$550**

For po. Light in. Good typing plus  
 dictation. Call Ellis. Higher  
 Employment Center, 1531 First Natl  
 Bank Bldg. 224-7575.

**Switchboard Operator**

Temp Mendota-Arca  
 NEVER A FEE - Approx 23 wks.  
 some exp. TOP PAGES.  
 LYNN TEMPORARY, Grissom Mid-  
 way Bldg. 445-2444

**June Grad Sec'y**

Interesting public contact position.  
 Type 50-55 WPM. Start 445. KAY  
 McALLAN P.O. Box 1549 Univ. 44-  
 2474 or 300 PIONEER BLDG. 227-  
 1341.

**SALES ENGINEER**

Major aluminum window manufac-  
 turer has position for assistant  
 with comm. knowledge or con-  
 struction industry. See  
 agency. Write or call Al Kitcher.  
 227-4111

**Skip Tracer**

Need capable person to handle this  
 position for fast growing local Co.

121 E. McKinley Avenue  
Owatonna, Minnesota 55060  
April 23, 1973

Mr. John Baxter  
Personnel Director  
Regal Tool and Die, Incorporated  
1425 Industrial Lane  
Minneapolis, Minnesota 55411

Dear Mr. Baxter:

In the Owatonna People's Press of April 21, 1973, I read that you are in need of experienced die makers.

I have been looking for such a job in the Twin Cities' area, and I would like to apply for this job with your company.

I am 27 years old, married and have two children. I am in good health and have not been absent from my present job in the past two years. I am presently employed by Josten's of Owatonna.

I have been a die maker for the past seven years, and received my training at the Faribault Area Vocational-Technical

School.

The following people may be contacted  
for references:

Mr. Tom Brown  
1211 - 16th St. S.E.  
Owatonna, Minn. 55060

Mr. Bob Winfield  
313 Lynn Drive  
Owatonna, Minn. 55060

I would be available for an interview  
at your convenience.

Sincerely yours,

John S. Lattar

RELATED SUBJECT AREA:

Independent Reading Unit. (Career Awareness related.)

OBJECTIVES:

To find out how interests and talents are related to work.  
To realize that certain jobs require great determination and dedication.  
To stimulate interest in reading about people and their work.

LEARNING ACTIVITY:

The teacher may use this unit where, how, and when it fits best into his plan. Give the students copies of the following book list with the activity which is to be performed.

Each child is expected to select one or two work categories. The student may be interested in scientist; therefore, he would do his reading in that area, another may be interested in professional athletics so he will read in that area. The teacher may wish to have students also read books suggested in this resource guide which relate to the area.

After the teacher has used it the desired length of time, she will conduct interviews or receive papers which will cover the questions suggested on pupil's sheet.

OCCUPATIONAL CLUSTER:

Listed in the unit.

SUGGESTED RESOURCE MATERIAL:

All books listed are in the library of each school.



To the students:

The purpose of this reading unit is to familiarize you with certain types of work.

Please answer the following questions about each book that you read.

1. What particular interests and talents did each individual have that made the job suitable for him?
2. Who or what influenced this individual to do the kind of work he did?
3. How did this person prepare himself for the job he chose?
4. How did society benefit from his work?

At the end of your reading unit, write a few summary statements in which you may state if each of these individuals have common interests and talents.

GOVERNMENT WORKERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Wm. Bradford	Bradford Smith	921 B
Winston Churchill	Arthur H. Booth	921 C
Winston Churchill	Olivia Coolidge	921 C
Winston Churchill	Alida Sims Malkus	921 C
Henry Clay	Helen Peterson	921 C
D. Eisenhower	Delos Lovelace	921 E
Dwight D. Eisenhower	Malcolm Moos	921 E
Dwight D. Eisenhower	Red Reeder	921 E
David Glasgow Farragut	Jean Latham	921 F
David Glasgow Farragut	Laura Long	921 F
Ulysses S. Grant	Jeannette Nolan	921 G
Ulysses S. Grant	Red Reeder	921 G
Alexander Hamilton	Anna Crouse	921 H
Alec Hamilton	Helen Higgins	921 H
William Henry Harrison	Stanley Young	921 H
Samuel Houston	Jean Latham	921 H
Sam Houston	Augusta Stevenson	921 H
Andrew Jackson	American Heritage	921 J
Andrew Jackson	Helen Monsell	921 J
Andrew Jackson	John Parlin	921 J
Andrew Jackson	Augusta Stevenson	921 J
Andrew Jackson	Genevieve Foster	921 J
Thomas Jefferson	American Heritage	921 J
Thomas Jefferson	Marvin Barrett	921 J
Thomas Jefferson	Anne Colver	921 J

GOVERNMENT WORKERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Kennedy Family	Life	921 K
John F. Kennedy	Lucy Frisbee	921 K
John F. Kennedy	Charles Graves	921 K
John F. Kennedy	John Reidy	921 K
John F. Kennedy	Gene Schoor	921 K
John F. Kennedy	Nancy White	921 K
Abraham Lincoln	American Heritage	921 L
Lincoln	Ingri D'Aulaire	921 L
Abraham Lincoln	Barbara Cary	921 L
Abraham Lincoln	Anne Cover	921 L
Abraham Lincoln	Clara Judson	921 L
Abraham Lincoln	Adele Nathan	921 L
Lincoln	Gertrude Norman	921 L
A. Lincoln	Sterling North	921 L
A. Lincoln	Carl Sandburg	921 L
Douglas Macarthur	Norman Richards	921 M
Douglas Macarthur	Alfred Steinberg	921 M
John Marshall	Patricia Martin	921 M
James Oglethorpe	Ruby Radford	921 O
Wm. Penn	Aliki	921 P
Wm. Penn	Hildegard Dolson	921 P
Wm. Penn	Katherine Wilkie	921 P
Matthew Perry	American Heritage	921 P
John Pershing	Henry Castor	921 P
Sir Walter Raleigh	Adele De Leeuw	921 R

GOVERNMENT WORKERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Franklin Roosevelt	Wyatt Blassingame	921 R
Franklin Roosevelt	Lorena Hickok	921 R
Franklin Roosevelt	Gerald Johnson	921 R
Theodore Roosevelt	American Heritage	921 R
Theodore Roosevelt	James Beach	921 R
Theodore Roosevelt	F. Monjo	921 R
Adlai Stevenson	Martha Word	921 S
Geo. Washington	American Heritage	921 W
Geo. Washington	Ingri D'Aulaire	921 W
Geo. Washington	Stewart Graff	921 W
Geo. Washington	Joan Heilbroner	921 W
Geo. Washington	Robin McKowan	921 W
Geo. Washington	William Wise	921 W

### NAVIGATORS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Nathaniel Bowditch	Jean L. Latham	921 B
John Paul Jones	Stewart Greff	921 J
John Paul Jones	Dorothea Snow	921 J
John Paul Jones	Armstrong Sperry	921 J
John Paul Jones	Iris Vinton	921 J
Lindberg	Alice Dagliesh	921 L
Charles Augustus Lindberg	Nicolas Fisk	921 L
Amelia Earhart	Jane M. Howe	921 E
Amelia Earhart	John Parlin	921 E

### SOCIAL WORKERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Jane Addams	Helen Peterson	921 A
Susan B. Anthony	Helen Monsell	921 A
Juliette Low	Helen Higgins	921 L
Juliette Low	Mildred Pace	921 L
Margaret Mead	Allyn Moss	921 M
L. Mott	Constance Burnett	921 M
Walter Reuther	Fred Cook	921 R
Eleanor Roosevelt	Miriam Gilbert	921 R
Eleanor Roosevelt	Charles Graves	921 R
Eleanor Roosevelt	Lorena Hickok	921 R
Betsy Ross	Ann Weil	921 R
Harriet Tubman	Sam Epstein	921 T
Harriet Tubman	Dorothy Sterling	921 T
Francis Willard	Miriam Mason	921 W

### COMMUNICATIONS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Alexander Graham Bell	Katherine Shippen	921 B
Alexander Graham Bell	Elizabeth Montgomery	921 B
David Sarnoff	John Tebbel	921 S
Thomas Paine	Leo Gurko	921 P
Peter Zenger	Thomas Galt	921 Z
Sarah Hale	Olive Burt	921 H
William Jackson	Aylesa Forsee	921 J
Sam Morpe	Jean Latham	921 M

### EDUCATION

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Louis Braille	Elta De Gering	921 B
Helen Keller	Stewart Graff	921 K
Helen Keller	Lorena Hickok	921 K
Booker T. Washington	Lillie Patterson	921 W

### ARTISTS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Audobon	Margaret Kurnan	921 A
Filippo Brunelleschi	Anne Rockwell	921 B
Leonardo da Vinci	Emily Hahn	921 V
Leonardo da Vinci	Horizon	921 V
Buonarroti Michelangelo	Irving Stone	F S

### SCIENTISTS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Archimedes	Benedict James	921 A
Benjamin Banneker	Claude Lewis	921 B
Alexander Graham Bell	Elizabeth Montgomery	921 B
Alexander Graham Bell	Katherine Shipper	921 B
Luther Burbank	Doris Faber	921 B
George Washington Carver	Harold Coy	921 C
George Washington Carver	Samuel Epstein	921 C
George Washington Carver	Shirley Graham	921 C
George Washington Carver	Florence Means	921 C
George Washington Carver	Augusta Stevenson	921 C
Marie Curie	Robin McKowan	921 C
Charles Darwin	Arthur S. Gregor	921 D
Albert Einstein	Mae Freeman	921 E
Albert Einstein	Arthur Leekhard	921 E
Albert Einstein	Marie Hammontree	921 E
Albert Einstein	Ruth Oldfield	921 E
Michael Faraday	Tad Harvey	921 F
Galileo	Patricia Lauber	921 G
Sir William Herschal	Deborah Crawford	921 H
Johannes Kepler	Barbara Land	921 K
Johannes Kepler	Sidney Rosen	921 K
Martha Mitchell	Katherine Wilkie	921 M
Newton	Barbara Land	921 N
Newton	Harry Sooten	921 N

# INVENTORS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Thomas Edison	Graves Clark	921 E
Thomas Edison	Sue Guthridge	921 E
Thomas Edison	Mervyn D. Kaufman	921 E
Thomas Edison	William Meadowcroft	921 E
Thomas Edison	Sterling North	921 E
Henry Ford	Cyril Caldwell	921 F
Benjamin Franklin	Frank Donovan	921 F
Benjamin Franklin	Ingri D'Aulaire	921 F
Benjamin Franklin	Margaret Cousins	921 F
Benjamin Franklin	Samuel Epstein	921 F
Benjamin Franklin	Leonard Labree	921 F
Benjamin Franklin	Estelle Friedman	921 F
Benjamin Franklin	Charles Graves	921 F
Benjamin Franklin	Clara Judson	921 F
Benjamin Franklin	Maggi Scarf	921 F
Benjamin Franklin	Augusta Stevenson	921 F
Robert Fulton	Marguerite Henry	921 F
Robert Fulton	Ralph N. Hill	921 F
Robert Fulton	Clara I. Judson	921 F
Eli Whitney	Miriam Gilbert	921 W
Eli Whitney	Jean Latham	921 W
Orville and Wilbur Wright	Mervyn D. Kaufman	921 W
Orville and Wilbur Wright	Quentin Reynolds	921 W
Orville and Wilbur Wright	Augusta Stevenson	921 W
Elias Howe	Jean Corcoran	921 H
Cyrus McCormick	Lavina Dobler	921 M
Cyrus McCormick	Adela Nathan	921 M



ENTERTAINMENT

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Louis Armstrong	Jeanette Eaton	921 A
P. T. Barnum	Joseph Bryan	921 B
Phineas Taylor Barnum	Lynn Crok	921 B
Ludwig Van Beethoven	Reba Mirsky	921 B
L. Beethoven	Opal Wheeler	921 B
William Cody	Mary Davidson	921 C
William F. Cody	Walter Havighurst	921 C
Stephen Foster	Helen Higgins	921 F
Stephen Foster	Catherine Pearce	921 F
Franz Haydn	Helen Kaufmann	921 H
Franz Joseph Haydn	Opal Wheeler	921 H
Mozart	Manuel Komroff	921 M
Johan Mozart	Opal Wheeler	921 M
Paganini	Opal Wheeler	921 P
Will Rogers	Donald Day	921 R
Will Rogers	Guernsey Van Ripper	921 R
Franz Schubert	Opal Wheeler	921 S
J. Sousa	Mina Lewiton	921 S
John Phillip Sousa	Ann Weil	921 S

HEALTH CLUSTER

<u>Name of Book</u>	<u>Author</u>	<u>Call. Number</u>
Clara Barton	Helen Boylston	921 B
Clara Barton	Mary Catherine Rose	921 B
Elizabeth Blackwell	Rachel Baker	921 B
Elizabeth Blackwell	Joanne Henry	921 B
Edith Louisa Cavell	Adele De Leeuw	921 C
Dorothea Lynde Dix	Mary Malone	921 D
D. Dix	Gertrude Norman	921 D
Charles and William Mayo	Helen Clapesattle	921 M
Will and Charlie Mayo	Marie Hammontree	921 M
Florence Nightingale	Anne Colver	921 N
Florence Nightingale	Ruth Hume	921 N
Florence Nightingale	Margaret Leighton	921 N
Ambroise Pare	Jeanne Carbonnier	921 P
Pasteur	Patricia Lauber	921 P
Pasteur	Alida Malkus	921 P
Linda Richards	Rachel Baker	921 R
Wilhelm Rontgen	Arnulf Esterer	921 R
A. Schweitzer	Joseph Gollomb	921 S
Albert Schweitzer	John Merrett	921 S

SPORTS--PROFESSIONAL ATHLETES

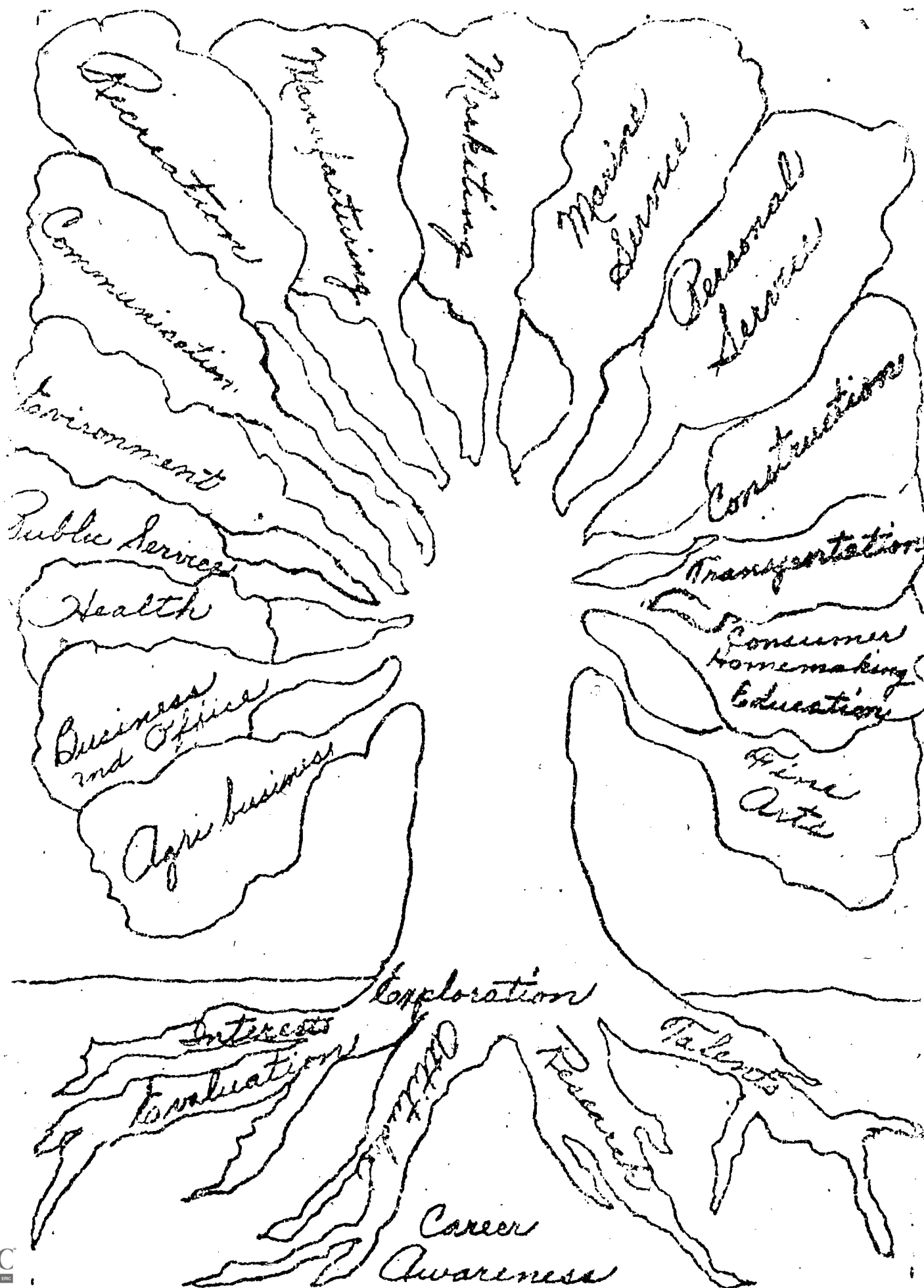
<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Wm. Robert Allison	Hal Butler	921 A
Roy Campanella	Gene Schoer	921 C
Wilt Chamberlain	Kenneth Rudeen	921 C
Jerome Herman Dean (Dizzy Dean)	Lee Allen	921 D
Dizzy Dean	Jay Hanna, Milton Shapiro	921 D
Lou Gehrig	Frank Graham	921 G
Lou Gehrig	Guernsey Van Ripper	921 G
Carol Heiss	Robert Parker	921 H
Harmon Killebrew	Hal Butler	921 K
Sanford Koufax	Arnold Hano	921 K
Mickey Mantle	Al Silverman	921 M
Willie Mays	Willie Mays	921 M
Willie Mays	Gene Schoer	921 M
Jackie Robinson	Jackie Robinson	921 R
Bill Russell	Al Hirshberg	921 R
George Herman Ruth (Babe)	Tom Meany	921 R
George Herman Ruth	Kenneth Richards	921 R
George Herman Ruth	Guernsey Van Ripper	921 R
Jim Thorpe	Guernsey Van Ripper	921 T

WRITERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Samuel Langhorne Clemens	Joan Howard	921 C
Samuel Langhorne Clemens	May McNeer	921 C
Samuel Langhorne Clemens	Miriam Mason	921 C
Samuel Langhorne Clemens	Albert Paine	921 C
Robert Frost	Doris Faber	921 F
Washington Irving	Mabel Widdemer	921 I
Washington Irving	James Wood	921 I
Francis Scott Key	Lillie Patterson	921 K
Francis Scott Key	Augusta Stevenson	921 K
Carl Sandburg	Carl Sandburg	921 S
H. Stowe	Mabel Widdemer	921 S
John Zinger	Laura Long	921 Z

EXPLORERS

<u>Name of Book</u>	<u>Author</u>	<u>Call Number</u>
Roy Chapman Andrews	Jules Archer	921 A
John Astor	Dorothy Anderson	921 A
Balboa	Felix Fiesenberg	921 B
Richard E. Byrd	Adele De Leeuw	921 B
Cartier	Esther Averill	921 C
George Rogers Clark	Adele De Leeuw	921 C
George Rogers Clark	Jeanette Nolan	921 C
James Cook	Adele De Leeuw	921 C
James Cook	Armstrong Sperry	921 C
Hernando Cortes	Wm. Johnson	921 C
Henry Hudson	Carl Cormer	921 H
Henry Hudson	Kirk Polking	921 H
Henry Hudson	Eugene Rachlis	921 H
Meriwether Lewis	Charlotta Bebenroth	921 L
Meriwether Lewis	Madge Haines	921 L
Robert Peary	Erick Berry	921 P
Ferdinand Magellan	Lynn Groh	921 M
Ferdinand Magellan	Ronald Syme	921 M
Hernando De Sota	Elizabeth Montgomery	921 S
Hernando De Sota	Ronald Syme	921 S



GRADE 6  
October  
04

RELATED SUBJECT AREA:

/ Bulletin Board on Career Awareness

OBJECTIVES:

To make children aware of the 15 occupational clusters.

To emphasize that the roots of the tree can represent the activities of grades 1-6.

LEARNING ACTIVITY:

This picture can be enlarged using an opaque projector to the size needed for your bulletin board.

SUGGESTED RESOURCE MATERIAL:

Pamphlet Career Education

GRADE 6  
October  
05

RELATED SUBJECT AREA:

Science and/or Reading

This activity could follow Unit II in 6th Grade Macmillan

Exploring With A Camera

OBJECTIVES:

To understand the work of the photographer.

To understand how important picture taking is in everyday life.

LEARNING ACTIVITY:

The children may bring their cameras with black and white film to school. They may take a few pictures of activities in the room.

Find out if any parents are amateur camera bugs. (There are many.) Invite them to come to school.

Set up a dark room in your closet. If you feel you cannot do that, ask your visitor to develop the negatives for you. The negatives may be exposed by an amateur photographer or teacher.

The children may get directions from the camera bug. They can provide the materials and develop the pictures. Purchased from an amateur photographer, these articles are very inexpensive.

Invite a professional photographer to bring his cameras to school. He can explain how they work. He can also discuss careers in photography. Some classes might like to form a camera club.



GRADE 6  
October  
06

RELATED SUBJECT AREA:

Social Science - or Math

To be used at any time when one is studying economics, or when one is studying graphs.

OBJECTIVES:

To interpret statistics.

To apply information obtained.

To enable students to make graphs.

LEARNING ACTIVITY:

This unit is based on statistics and information which is gathered and compiled by the Department of Manpower Service. (State Employment Office.) All schools have been put on a mailing list to receive the following articles:

1. Minnesota Non-Agricultural Employment
2. County Work Force and Wage Data
3. Summary of Local Office Activities
4. Ordered copies of the Mini-Occupational Guides for 14 teachers.

The following lesson is one which has been created from a summary sheet from No. 1 listed above.

Mr. John Reuvers will be happy to talk to sixth grade students concerning the job situation in Steele County. He will talk also about educational requirements for certain jobs. He would prefer a question and answer session. Call him and make arrangements for your class.

Each of the sixth grade teachers will receive the Employment Trends on the copy paper. The instant stencil should still be run for the additional booklets.

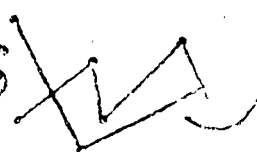
SUGGESTED RESOURCE MATERIAL:

When you are ready to study graphing in math, you should have current material coming into your principal's office which you can graph.

# EMPLOYMENT TRENDS

IN THE CITY OF OWATONNA

ANALYSIS FOR THE CITY OF OWATONNA



OWATONNA, MINNESOTA

NO 295

June 15, 1972

## HIGHLIGHTS

## OWATONNA EMPLOYMENT BY INDUSTRY

		APR. 1972	MAY 1972	CHANGE NO.	%
TOTAL EMPLOYMENT UP	CATEGORY				
YOUTH INCREASE LABOR SUPPLY	TOTAL	7688	7759	71	0.9
INCREASED EMPLOYMENT EXPECTED	Manufacturing	3253	3335	82	2.5
	Trade	1335	1334	-1	-0.1
	Service	516	520	4	0.8
	Government	757	780	23	3.0
	Finance	602	609	7	1.2
	Utilities	240	250	10	4.2
	Construction	418	400	-18	-4.3
	Other	109	101	-8	-7.3

Owatonna Employment in May was 71 above April and was 303 above May 1971. The largest gain was in the Manufacturing category mainly due to the seasonal hiring of workers at a local food processing plant. The remainder of the categories remained relatively steady.

This office is currently promoting a Summer Youth Employment Program. We are making a special effort to assist youth seeking work for the summer months.

This office has an on-going promotional project to try to find jobs for veterans. Many of the veterans on file are also seeking summer jobs so they can return to school.

Employers Estimates of Future Employment indicate continued gains with the exception of the Service Category which will drop next month as the private schools cut back on their programs during the summer.

DON'T FORGET - HIRE A VET!

Area covered is the City of Owatonna. Period covered is the week including the 12th of each month.

\* \* \* \* \*

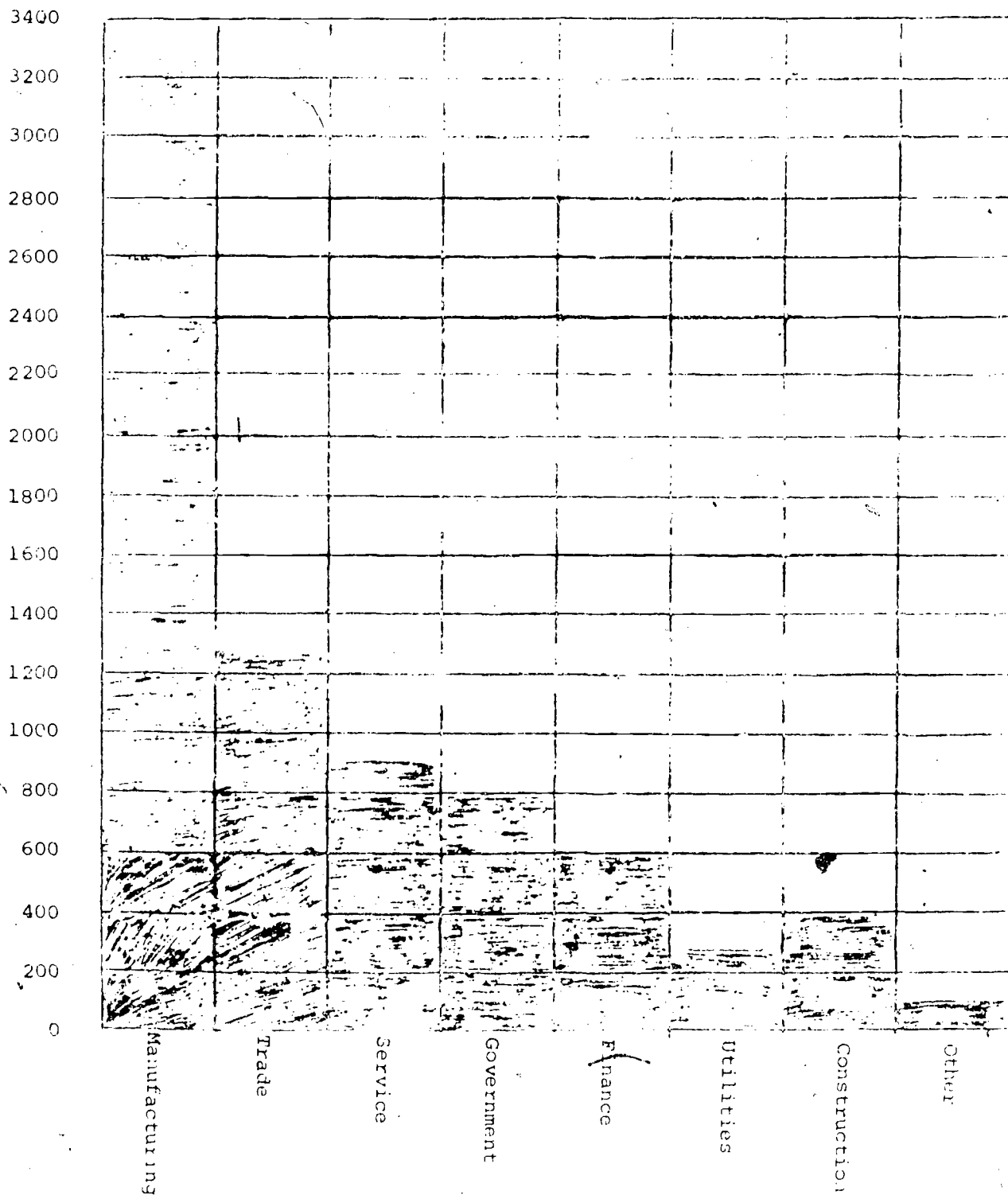
## COMPARATIVE MAY EMPLOYMENT IN OWATONNA for the past five years:

1966	1967	1970	1971	1972
6990	7210	7215	7456	7759

\* \* \* \* \*

This analysis prepared at the office of Minnesota Department of manpower Service Evert V. Solo, Manager - 1820 South Cedar Owatonna, Minnesota 55060 - Tel. 451-57

Use the information found under Owatonna Employment by Industry for May, 1973.  
Round the numbers to the nearest hundred.



Use 1/2 inch graph paper to prepare your graphs.

1970 Steele County Work Force and Wage Data

<u>ITEM</u>	<u>Steele</u>
<u>1970 Census Population</u>	26,921
Work Force	12,631
Total Employment	12,136
Nonag. Wage & Salary	8,785
Covered Employment	7,161
Ag., Forest., & Fish	*
Mining	*
Construction	473
Manufacturing	2,930
Trans., Comm., Util.	298
Trade	1,763
Fin., Ins., Real Estate	862
Services	701
Government	135
Other Nonag.	1,260
Agriculture	2,091
Unemployment	494
Unemployment Rate	3.9
Average Weekly Earnings For:	
Total Covered Employment	121
Ag., Forest., & Fish	*
Mining	*
Construction	153
Manufacturing	147
Trans., Comm., Util.	119
Trade	77
Fin., Ins., Real Estate	135
Services	76
Government	159

\* Included in Services

GRADE 6  
October  
07

RELATED SUBJECT AREA:

Social Studies (Renaissance Period)

OBJECTIVES:

To have children understand that work by individuals which benefited themselves changed the world.

LEARNING ACTIVITY:

Show the film Rebirth of Learning.

Beginning with the signing of the Magna Charta in 1215, certain changes in life were taking place in Europe.

The serfs were able to buy their freedom by raising crops. Others bought their freedom and engaged in other profitable enterprises.

SUGGESTED RESOURCE MATERIAL:

Rebirth of Learning: The Renaissance 940.21 R

I. What different jobs do you see in this film?

a.

b.

c.

d.

e.

f.

g.

II. If you had lived then, in which job would you have liked to have involved yourself?

RELATED SUBJECT AREA:

Language Arts - Chapter IV - New Directions in English. This activity may be used to follow page 53.

OBJECTIVES:

To explore graphic symbols.  
To understand why companies use trademarks.  
To discuss in detail the work and workers involved in producing that product.

LEARNING ACTIVITY:

Have children bring pictures of a trademark and brand name. The one used in this plan is the Quaker Oats symbol as illustrated on page 53 of New Directions in English. We are going to discuss the work of all the people involved in producing this product.

First the farmer and his helpers must till the soil, plant, and harvest the crop. The trucking company or the farmer will haul the oats to the elevator. The employees at the elevator will weigh, record, and pay the farmer. The elevator will sell the oats to the Quaker Oats Company. Factory workers will process the oats. Production managers will keep time and production records on each department. Electricians and mechanics will keep all machines in operation. Secretaries and computer operators are recording and computing salaries and time schedules.

Purchasing agents will be ordering all supplies necessary to the operation of the factory. Packaging departments and shipping clerks prepare products for shipment. Mail clerks and truck drivers distribute Quaker Oats to the proper places. Salesmen are sent to all areas of the world to sell the product. The display man will provide attractive arrangements in the grocery store to attract prospective buyers.

The advertising specialist will provide for interesting ads for magazines and periodicals.

The dietician will do research regarding the food values of Quaker Oats, and he or she will develop new recipes using Quaker Oats.

Other trademarks and brand names may be treated in a similar manner. The student may use the one he has brought to school, or one from the book.

OCCUPATIONAL CLUSTER:

Many

SUGGESTED RESOURCE MATERIAL:

Magazines

RELATED SUBJECT AREA:

Either Science or in Macmillan 6th Grade Reading - Unit III - Sea Fever.

OBJECTIVES:

To understand more about work of Oceanographers.

To understand that in the future, many more products will come from the sea.

LEARNING ACTIVITY:

From your library, get a map of the oceans. Notice the currents, the depth, the mountains, and, more specifically, the ocean floor.

To get the idea of salt water and how the salt dissolves, mix a cup of water, three tablespoons of sand, and a handful of pebbles. Pour half into each of two jars. Into one, add three tablespoons of salt. Show that the appearance is unchanged, but it is salt water.

Mix together equal parts of soil, sand, and gravel. Shake this up with water and pour into a tall glass. Repeat this procedure daily for several days. The children will notice the components separating into layers.

\*Start a classroom collection of sea shells. Use library to identify and label. Make a display of items.

Research the work of the oceanographer. Find out the educational qualifications of the oceanographer. Find out what kind of individual would like that job. Find out what products of the sea can be used for food and other things.

1. Seaweeds used in making medicines, ice cream, candy, jelly, salad dressing.
2. Fish and shellfish - Find out the many varieties used for food. (menhaden, haddock, herring, tuna, cod, halibut, clams, oysters, scallops, shrimp)
3. Sea animals used for food: squid, octopus
4. Sponges
5. Pearls
6. Fertilizers
7. Salt
8. Liquid metal
9. As a source of fresh water

While working on this unit, be sure to emphasize the pollution and how it will affect the lives of man.

Lastly, include some study of the sea as an important means of transportation.



EXTENDED ACTIVITY:

Illustrate the fish or shell fish listed above. Name them and arrange them on a bulletin board.

OCCUPATIONAL CLUSTER:

Oceanography

SUGGESTED RESOURCE MATERIAL:

SRA Widening Occupational Encyclopedia Kit

Walters, John What Does an Oceanographer Do? 551.4 W

Brindze, Ruth All About Undersea Exploration 387.5 B

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To inquire of various workers to learn their duties in that vocation.

To appreciate the fact that there are satisfactions and dissatisfactions/ connected with jobs.

To learn that jobs require special interests, aptitudes, and skills.

LEARNING ACTIVITY:

Students work together or in groups to prepare a questionnaire for use in interviewing workers in various occupations. Some suggestions which might be given to students are:

1. Select a person in a job that has special interest to you. Call that person, explain what you are doing, and ask for a time to interview him at his convenience.
2. Prepare the questions. The questions should deal with satisfactions and dissatisfactions of work. Be sure to include special interests, attitudes, and skills of the worker. I believe the children should be permitted to write their own questions because their own will relate their feelings.
3. Be sure to establish some guidelines for yourself as the interviewer, such as your appearance, posture, be a good listener, don't monopolize the interview, and show respect for the person.

Students may share the information gathered, but abstain from using the name of the one interviewed.

SUGGESTED RESOURCE MATERIAL:

Randall, Florence Getting a Job Unit 18 W

GRADE 6  
November  
03

RELATED SUBJECT AREA:

Language Arts. Role-Playing Job Interviews

OBJECTIVES:

To familiarize themselves with a job interview and how one is conducted.  
To familiarize students with type of questions which the job seeker must answer.

LEARNING ACTIVITY:

Divide the class in half. One group will be personnel directors and the others will be the ones looking for jobs.

Students who are personnel directors should take their places at desks to simulate an office atmosphere.

Next it will be necessary to discuss one's dress and attitude toward the interview. Be sure to emphasize that the applicant be a good listener and to think before he gives an answer. Again emphasize honesty, and be able to give the personnel manager a concise picture of your abilities and interests.

The following is a sample interview between a principal and a teacher. Students may read it and discuss it. Then they may be given some time to establish a situation for themselves. They may write a few questions which they as a personnel director might use.

OCCUPATIONAL CLUSTER:

Any

SUGGESTED RESOURCE MATERIAL:

Allen, Betty Mind Your Manners 395 A  
Filmstrip The Job Interview Cassette 658.311

Situation: Prospective teacher being interviewed by an elementary principal or assistant superintendent.

(Most interviews begin with small talk)

Principal: Good morning. I understand you're interested in a teaching position.

Applicant: Yes, I'm interested in the sixth grade position in Roosevelt School.

(a brief conversation which might include home town, drive to Owatonna, beautiful day might follow to put interviewee at ease)

Prin: When did you decide to be an elementary teacher? Did anyone influence you to become an elementary teacher?

App: I believe that I started thinking about at least by age six--Really, I never did think about any other occupation. Possibly I was influenced by my mother and aunts, who were teachers.

Prin: Where did you attend high school? What extra-curricular activities were you involved in while attending high school and college?

App: I was involved in girls' athletic programs, namely basketball and softball. I did work in theater arts in college. I also worked on a H.S. paper staff.

Prin: Where did you attend college?

App: I attended college at Winona State and Mankato State with additional work at the University of Minnesota.

Prin: What were your major and minor areas?

App: I have a major in upper elementary education, with minors in English and Reading.

Prin: How well did you do? What was your grade point average?

App: I did well in college; I have better than a 3.5 average.

Prin: What are your particular interests or hobbies?

App: My hobbies are reading, spectator sports, and entertaining people.

Prin: What has been your previous teaching experience?

App: The past ten years I taught in Hope, Minnesota.

Prin: How flexible or adaptable are you? If you've been in a self contained classroom, could you adapt to a team teaching situation?

App: After some study and thought on my own part and possibly some trial and error in the classroom, I believe I could adjust to any new situation.

Prin: Why did you choose to apply in Owatonna?

App: I've investigated the school system and found them to have an exciting and interesting program.

Prin: What do you feel are your strengths and weaknesses in subject matter areas?

App: I feel especially well prepared in social studies area, in mathematics, and literature.

Prin: What personality characteristic do you think would be an asset in your case? (attractive, pleasant voice, patience, intelligence, fairness, honesty, love for children)

App: I feel that honesty, fairness, patience, love for children, and a desire to share what I know with others are my greatest attributes.

Prin: Do you feel you are a hard worker?

App: Yes, I had to be if I were self sufficient in college. I feel a personal responsibility toward all jobs I undertake.

Prin: What would you consider good working hours?

App: I guess I can't say exactly. Probably 8 to 10 hours. I'd rather say as much time as is necessary to an efficient job.

Prin: We have 50 or 75 people waiting for this job. Why do you think you would be qualified for this job?

App: I feel that I can cooperate with the teachers, administrators, parents, and students. I feel that my enthusiasm for my job will help me succeed.

RELATED SUBJECT AREA:

Mathematics - Let's Investigate Carpentry.

OBJECTIVES:

- To appreciate and recognize the tools a carpenter uses.
- To appreciate and understand that carpenters must use mathematics.
- To understand steps in house construction.

LEARNING ACTIVITY:

1. Display carpenter's tools. Label the tools with their proper names. Permit children to give the names of all which they are able to give.
2. Ask for several volunteers to go to the lumber yard and make a display of nails of different sizes. An explanation of the sizes (which will be given to students by the lumber dealer) can accompany the display.
3. Begin this activity by finding the cost of a fence around a garden. The garden is 32 feet long and 20 feet wide. Find the cost of the fence at \$.86 per running foot. (Equation:  $(32 \times 2) + (20 \times 2) \times .86 = \$89.44$ . The fence will cost \$89.44.)
4. Find the surface area of a wall which is 42 feet long and 8.5 feet high. There are two windows on the wall, 4 feet long and 3 feet wide. Find the area of the wall, then deduct the total area of the windows. ( $L \times W = \text{Area}$ )  $(42 \times 8.5) - (4 \times 3) \times 2 = 357 - 24 = 333$  square feet of wall space.
5. The floor in our classroom is approximately 30 feet long and 30 feet wide. What is the area of the floor? Find the number of tile needed if each tile is 1 foot wide and 1 foot long. Each tile costs \$.20. Find the cost of the tile floor.  $(30 \times 30) \div 1 \times .20 = 180$
6. Outline steps in house construction from building of foundation, frame, roof, siding, and finishing work.
7. If there is a house under construction in the neighborhood, ask permission of contractor to visit the site to observe the work in progress.

OCCUPATIONAL CLUSTER:

Construction

SUGGESTED RESOURCE MATERIAL:

GCMP Math program  
Work Widening Occupational Role Kit. Blue - 72  
Filmstrip - Parts of a House E B F - 323 (L-W)

STUDENT'S SHEET

Write an Equation and solve the problem:

1. A garden is 32 feet long and 20 feet wide. You wish to put a fence around the garden. Find the cost of the fence at \$.86 per running foot.
  
  
  
  
  
  
  
  
  
  
2. Find the surface area of a wall which is 42 feet long and 8.5 feet high. There are two windows on the wall, 4 feet long and 3 feet wide. Find the area of the wall, then deduct the total area of the windows.
  
  
  
  
  
  
  
  
  
  
3. The floor in our classroom is approximately 30 feet long and 30 feet wide. What is the area of the floor? Find the number of the tile needed if each tile is 1 foot wide and 1 foot long. Each tile costs \$.20. Find the cost of the tile floor.
  
  
  
  
  
  
  
  
  
  
4. Outline the steps in house construction from building of foundation, frame, roof, siding, and finished work.

GRADE 6  
November  
05

RELATED SUBJECT AREA:

Language Arts

This unit will be used to accompany Harper Row English book, Chapter IV.

OBJECTIVES:

- To familiarize students with symbols.
- To have students understand that symbols are very old.
- To understand that all symbols have meaning.

LEARNING ACTIVITY:

To stimulate interest in symbols, I would suggest that each teacher refer to the book: Signs and Symbols Around the World by Elizabeth S. Helfman - 419 H - pages 137-139. Read the story on "Hoboes," draw the simple symbols on chalkboard.

Permit children to think about a particular job, then have them draw a symbol which they think might suggest that type of work. They may draw one which suggests their father or mother's work.

Next present the following sheets which suggest the 15 occupational clusters. Pass out the sheets with the symbols and names. Have students arrange the names under the proper symbol. After they have been checked, the students will discuss the meaning of each symbol. Again you may need to refer to the book above.

OCCUPATIONAL CLUSTER:

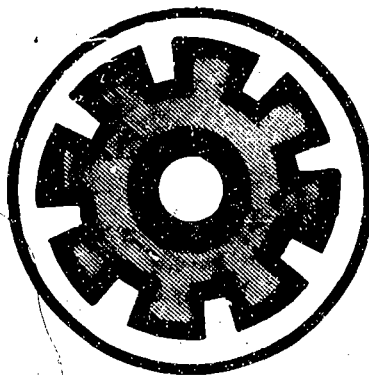
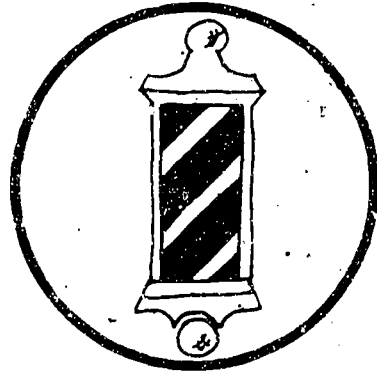
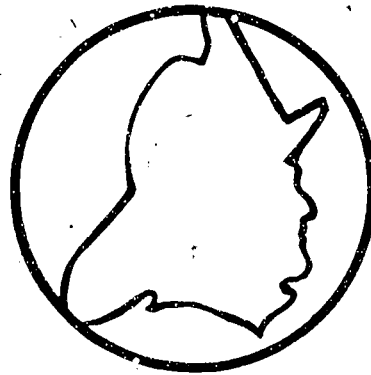
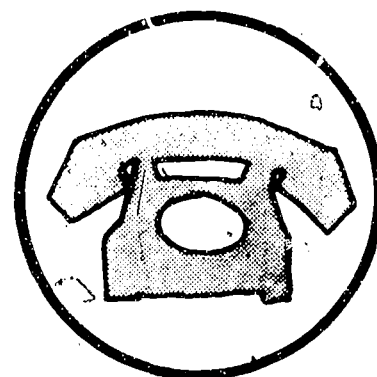
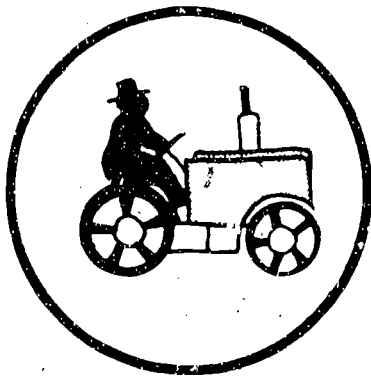
All

SUGGESTED RESOURCE MATERIAL:

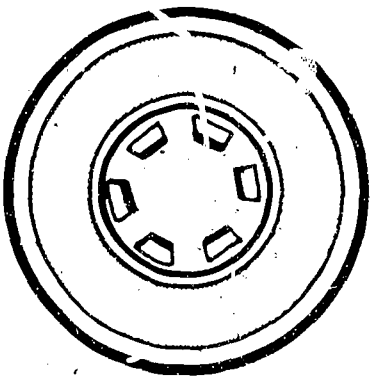
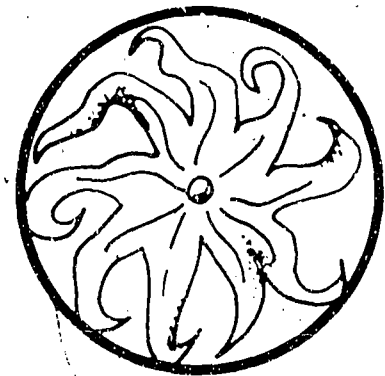
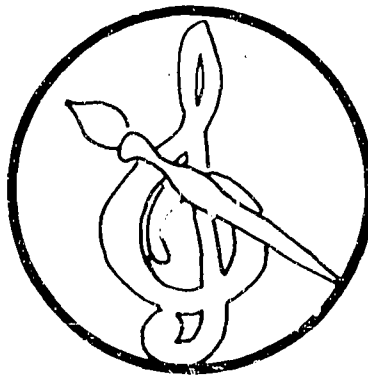
Signs and Symbols Around the World 419 H  
Pamphlet Career Education

STUDENT'S SHEET

Match the names of the 15 career symbols with their cluster names. The line below the symbol provides the place to write the name.







The 15 occupational clusters are:

- |  |                                       |
|--|---------------------------------------|
| 1. Agri-business and natural resources | 9. Marketing and Distribution         |
| 2. Business and Office                 | 10. Marine Science                    |
| 3. Health                              | 11. Personal Services                 |
| 4. Public Service                      | 12. Construction                      |
| 5. Environment                         | 13. Transportation                    |
| 6. Communication and Media             | 14. Consumer and Homemaking Education |
| 7. Hospitality and Distribution        | 15. Fine Arts and Humanities          |
| 8. Manufacturing                       |                                       |

GRADE 6  
November  
06

RELATED SUBJECT AREA:

Social Studies - To be used with Founding of Jamestown Colony following Chapter III in book, New World and Eurasian Cultures.

OBJECTIVES:

To have children understand that the Virginia Colony would have failed if the colony hadn't developed jobs and job skills.  
To know the different jobs which were necessary to the survival of the colony.

LEARNING ACTIVITY:

After viewing the film, answer the following questions. (The teacher may decide if it will be written or oral.)

See second sheet.

OCCUPATIONAL CLUSTER:

Many .

SUGGESTED RESOURCE MATERIAL:

Filmstrip: Jamestown Develops Trade (Best) 973.2 J

Questions to Accompany Film

1. How important was work to the Virginia colony?
2. What had been the attitude of the people toward work when they first came?
3. What kinds of work did you see suggested in the frames?
4. Why do you think several of these occupations failed?
5. Why was tobacco a good crop?
6. Did the people of Jamestown change their attitude toward work?
7. With the changed attitude, what happened to the colony?

GRADE 6  
November  
07

RELATED SUBJECT AREA:

Language Arts--Social Studies

OBJECTIVES:

To familiarize children with some of the more unusual occupations or those which they probably have not heard of often.

LEARNING ACTIVITY:

This activity will be carried on in a manner similar to the game password. Cards will be prepared similar to the one on the following sheet. Two students sit on each side of the teacher. The teacher holds the cards which have the job name on them. Before the game is to be played, the teacher must give the student time to read the job descriptions. After reading about each worker, discuss the activities of the various vocations.

When you feel the students are ready to play the game, the teacher shows No. 1 contestant the card stating Economist, and this contestant will give a clue about his card to No. 2. If No. 2 knows the answer, 10 points are scored for his team. If No. 2 doesn't know the worker then the students on the other side of the teacher have a chance to play.

Contestant No. 3 gives a new clue to No. 4. If known, nine points are made; if not, contestant No. 1 gives another clue to No. 2 for eight points. Continue until answered or there are no more points.

ECONOMIST

A card using each of the following occupations must be made: (The number following the occupation title is the number used in the Work Widening Occupational Roles Kit.)

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. molder 113                 | 8. actuary 33                 |
| 2. chemical technician 75     | 9. anthropologist 35          |
| 3. offset lithographer 119    | 10. economist 47              |
| 4. tool and die maker 154     | 11. statistician 73           |
| 5. metallurgical engineer 178 | 12. museum curator 63         |
| 6. anesthetist 40             | 13. literary agent 20         |
| 7. county extension agent 102 | 14. frozen food processors 23 |

If this is used toward the end of the year, the students will be familiar with many other jobs which they may add to their set of cards.

### STUDENT'S SHEET

1. A molder is a person who works at shaping and making molds used for shaping. Large numbers of automobile parts have been made by molders.
2. A chemical technician tests samples of all chemical materials made in a plant in order to change them into a better product.
3. An offset lithographer has a job of printing a special way based on the fact that oil and water don't mix. Lithographers use a combination of photography, chemistry, mechanics, and electronics to produce all kinds of printed matter.
4. A tool and die maker must plan and make different kinds of dies, jigs, fixtures, gauges, and cutting tools. A die molds, stamps, cuts, or shapes material. A jig serves as a pattern or guide while machining operations are performed on the material; a fixture holds the material in place; a gauge is an instrument for fine measuring.
5. Metallurgical engineer tests metals and ores for quality, strength, hardness, and alloys. Usually they work on heated metals. They test quality and quantity of metal in ores.
6. An anesthetist is one who administers anesthetics which render ill patients insensitive to pain.
7. The county extension agent may be male or female. The female agent's job involves giving advice to homemakers concerning cooking, sewing, and rearing children, plus work with 4H clubs. The male extension agent gives advice to farmers concerning livestock and farm crops, does soil testing, assists city people to diagnose diseases on plants, grass, and trees.
8. An actuary is a person who may work for an insurance company computing premiums, rates, dividends, risks, according to probability based on statistical records.
9. An anthropologist is one who deals with origins, physical and cultural development, racial characteristics and social customs and beliefs of mankind.
10. An economist is one who studies money management and studies financial problems of a business or the government. The predict and study financial situations several years into the future.
11. A statistician is one who deals with collection, classification, and interpretation of numerical facts or data. Statisticians are employed by big factories to help with production problems. Many are also employed by the government.

12. A museum curator is a highly skilled specialist who studies particularly in an area of science, history, or art. He plans exhibits, does research and writing on the articles and reproductions found in the museum. Sometimes he helps to construct realistic skeletons of animals of the past.
13. A literary agent is one who receives many unsolicited manuscripts from unknown authors. She reads them carefully hoping to find saleable material. If he or she finds a manuscript that shows talent, she sends it back to the author for revision, then expects to sell it to a publisher after the revision. Sometimes the literary agent must bargain with a publisher to raise price offered by the publishing house.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make students realize that cooperation is necessary.  
To emphasize that one has to be able to take suggestions and criticism without being offended.  
To identify the factors which figure in good work performance.

LEARNING ACTIVITY:

Break into groups of three. Two 8 x 11 sheets of black paper and two 8 x 11 sheets of red paper are given to each group. Also supply each group with ruler, pencil, and glue. Tell them they are expected to make a checkerboard within the next ten minutes.

After the ten minutes are up, give each student a sheet of paper with these questions (they are repeated on a student's sheet to follow.) Answer the following questions about each of the other members of the group.

1. Did this person do anything which helped the project? If so, what?
2. Did this person do anything which hindered the project? If so, what?
3. What do you feel that you did that either helped or hindered the project?
4. If you had to do this project over, how could your group best complete it successfully?

After they have answered the questions, they are to discuss the answers which they gave. Emphasize that all criticism is made with the end goal of achieving better cooperation among the group members.



STUDENT'S SHEET

Answer the following questions about each of the other members of the group:

1. Did this person do anything which helped the project? If so, what?
2. Did this person do anything which hindered the project? If so, what?
3. What do you feel that you did that either helped or hindered the project?
4. If you had to do this project over, how could your group best complete it successfully?

RELATED SUBJECT AREA:

Social Studies (to be used with New World and Eurasian Cultures Chapters 4 and 5, particularly "The Natural Regions of the Soviet Union.")

OBJECTIVES:

To familiarize students with the possible job opportunities connected to the 4 natural regions of the Soviet Union.

LEARNING ACTIVITY:

We have received from Cleveland some outline maps of the Soviet Union. (One of them will follow this sheet.) It is suggested that you use a piece of plywood or very heavy cardboard for this project. Using the overhead projector, enlarge the map to fit a piece of wood or cardboard about 4 feet by 6 feet. Put all the important rivers on the map. Have each child bring 2 cups of flour,  $\frac{1}{2}$  cup of salt, and  $\frac{1}{2}$  cup of soda to school. Mix these ingredients into a stiff paste. (Do not mix the above until you are ready to use it.) Allow a committee about 1 hour to put the dough on the map. Divide the class into 5 groups with about 6 members each. At first each group will work with the section on the Soviet Union that deals with the possible jobs of the four natural regions; namely, tundra, taiga, the semi-arid steppes, and the desert. Each group will use encyclopedias, text book, and geography books you may have in your room. Find all jobs related to mines, manufacturing, forests, fishing, power, and agriculture. Committee number 1 will make the map, put on the dough, pinch in and build up the dough for mountains and highlands. The entire map will be covered with dough. The rivers can be dug in by using a very sharp pencil or a scissors point.

Committee 2 will prepare symbols which will indicate agriculture. Be sure to keep symbols uniform in size. For example, a tobacco leaf about 1 inch long, to be glued on a round toothpick and stuck into the dough in the tobacco growing area. The agriculture symbols would include barley, cattle, corn, cotton, flax, potatoes, sheep, sugar beets, tobacco, and wheat.

Committee 3 will prepare symbols which indicate the fishing industry which produces cod, herring, salmon, and sturgeon. Committee 3 will also make symbols to indicate electronic equipment, iron and steel products, machines, processed food, textiles, and transportation equipment.

Committee 4 will prepare symbols for the mining industry to include bauxite, coal, copper, gold, iron ore, lead, manganese, natural gas, nickel, petroleum, platinum, salt, tungsten, and zinc.

Committee 5 will work on activities of tundra and taiga. Lumber, paper products, furs, trappers, and oil will need symbols glued to round toothpicks.

Each group will use the product map in volume "R" of World Book to find out where these symbols must be placed on the map.

After the map has been completed, give job titles to accompany the symbols on the map. Discuss the work of each.

SUGGESTED RESOURCE MATERIAL: World Book R

RELATED SUBJECT AREA:

Language Arts  
Lesson in development of Communications skills

OBJECTIVES:

Identifies factors which have most relevance for his career choices (work, preparation, experiences, employment trends, easy jobs, family influence.)

LEARNING ACTIVITY:

Students will be given a sheet of factors which they think could possibly influence job choices they might make of each factor. Discuss the general relevance. Let each student arrange this set of factors in terms of his own particular priorities.

Ask each student then to name the one factor which he considers to be of most importance in choosing a career.

After the above have been completed, call for sharing lists. Permit the volunteers to justify their reasons for the arrangements they have made.

Student's sheet for arrangement.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Financial reward            | 10. Travel and excitement        |
| 2. Need for security           | 11. It requires a good education |
| 3. Variety of duties           | 12. To achieve a goal            |
| 4. Good working conditions     | 13. True interest in work        |
| 5. Ability to do job           | 14. To benefit others            |
| 6. Knowledge of the job        | 15. Satisfaction                 |
| 7. Opportunity for advancement | 16. Happiness                    |
| 8. Social prestige             | 17. Enjoyment                    |
| 9. Friendliness                |                                  |

### STUDENT'S SHEET

This is your sheet. You may rearrange this set of factors in order of importance to you. For each of the 17 factors, you might ask yourself, "Would I want this job because..." Number 10--it provides for travel and excitement. If that is most important to you, call it number 1 on your rearrangement.

1. Financial reward
2. Need for security
3. Variety of duties
4. Good working conditions
5. My ability to do the job
6. Knowledge of the job
7. Opportunity for advancement
8. Social prestige
9. Friendliness
10. Travel and excitement
11. It requires a good education
12. To achieve a goal
13. True interest in work
14. To benefit others
15. Satisfaction
16. Happiness
17. Enjoyment

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To spend a period on "quotable quores" which refer to work.  
To take quotes apart to understand their meanings.  
To stress a positive attitude toward work through quotes.

LEARNING ACTIVITY:

The quotes on the following pages are ones which you might like to use with students.

The students may wish to take turns writing these on a 12 x 18 sheet and posting one each week in the room. After they have been posted, discuss what each means.

You may give a student's sheet to each class member.

SUGGESTED RESOURCE MATERIAL:

Bartlett's Familiar Quotations  
The Book of 1,000 Proverb

STUDENT'S SHEETS

Work, and your house shall be duly fed:

Work and the rest shall be won;

I hold that a man had better be dead

Than alive when his work is done.

Blessed is he who has found his work; let him ask no other blessing.

This is my work; my blessing not my doom;

Of all who live, I am the one by whom

This work can best be done in the right way.

A professor can never better distinguish himself in his work than by  
encouraging a clever pupil, for the true discoverers are among them, as  
comets amongst the stars.

There is nothing either good or bad, but thinking makes it so.

Many hands make light work.

A little work, a little play

To keep us going--and so, good day!

Work thou for pleasure--paint, or sing, or carve

The thing thou lovest, though the body starve--

Who works for glory misses oft the good

Who works for money coins his very soul,

Work for work's sake, then, and it may be

That these things shall be added unto thee.

By the work, one knows the workman.

Oh, how full of briars is this work a day world!

There is no substitute for hard work.

Life's race well run,

Life's work well done,

Life's victory won,

Now cometh rest.

He who chops his own firewood warms himself twice.

A bad workman quarrels with his tools.

Constant occupation prevents temptation.

Dependence is a poor trade to follow.

Want is the mother of Industry.

What is a workman without his tools?

What may be done at any time will be done at no time.

Laziness travels so slowly that poverty overtakes it.

GRADE 6  
December.  
05

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To familiarize students with an application which must be filled out by job seekers.

To learn how to fill out a job application properly.

LEARNING ACTIVITY:

Give each student a copy of the application. Read it together; be sure to emphasize reading carefully before starting to write. Emphasize that honesty is the best policy.



# APPLICATION FOR POSITION

Date \_\_\_\_\_

Name (print) \_\_\_\_\_ Home Tel. No. \_\_\_\_\_

Present address No. Street City State How long have you lived there? \_\_\_\_\_

Previous address No. Street City State How long did you live there? \_\_\_\_\_

Position applied for? \_\_\_\_\_ Earnings expected \$ \_\_\_\_\_

## PERSONAL

Date of birth \_\_\_\_\_ 19\_\_\_\_  
Check your State law as to discrimination because of age.  
 Height \_\_\_\_\_ ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.  
 Are you a U. S. citizen? ☐ Yes, ☐ No  
☐ Single, ☐ Married, ☐ Separated  
☐ Engaged, ☐ Widowed, ☐ Divorced  
 No. children \_\_\_\_\_ Their ages \_\_\_\_\_  
 No. other dependents \_\_\_\_\_ Ages \_\_\_\_\_  
 Date of marriage \_\_\_\_\_ Soc. Sec. No. \_\_\_\_\_

Do you: ☐ Own your home? ☐ Rent? ☐ Live with relatives? ☐ Board? ☐ Stay with friends? Other \_\_\_\_\_

If you rent) What monthly rent do you pay? \$ \_\_\_\_\_ Do you own your furniture? ☐ Yes, ☐ No

Is your wife employed? ☐ No, ☐ Yes, part time, ☐ Yes, full time; What kind of work? \_\_\_\_\_ Her earnings \$ \_\_\_\_\_

Do you carry life insurance? ☐ No, ☐ Yes; Amount \$ \_\_\_\_\_

What physical defects do you have? \_\_\_\_\_

In case of emergency, notify \_\_\_\_\_  
 Name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

## EDUCATION

Type of School	Name and Address of School	Courses Majored in	Check Last Year Completed				Graduate? / Give Degree	L. A.
Elementary			5	6	7	8	<input type="checkbox"/> Yes, <input type="checkbox"/> No	19
High School			1	2	3	4	<input type="checkbox"/> Yes, <input type="checkbox"/> No	19
College			1	2	3	4		19
College			1	2	3	4		19
Graduate School			1	2	3	4		19
Business or Trade School			1	2	3	4		19
Corresp. or Night School			1	2	3	4		19

Scholastic standing in H. S.? \_\_\_\_\_ In College? \_\_\_\_\_

## EXTRACURRICULAR ACTIVITIES (athletics, clubs, etc.) (Do not include military, racial, religious, or nationality groups)

In high school \_\_\_\_\_ In college \_\_\_\_\_  
 Offices held \_\_\_\_\_ Offices held \_\_\_\_\_

## SERVICE IN U. S. ARMED FORCES

Have you served in the U. S. Armed Forces? ☐ Yes, ☐ No; (If yes) Date active duty started \_\_\_\_\_

Which Service? \_\_\_\_\_ What branch of that Service? \_\_\_\_\_ Starting Rank \_\_\_\_\_

Date of discharge \_\_\_\_\_ 19\_\_\_\_ Rank at discharge \_\_\_\_\_

1. List of all persons  
 beginning with the last name  
 a. At your home  
 b. At work and telephone number

		Date of Birth		Period of Work		Reason of Leaving		Reason of Leaving	
		From / To		From / To		From / To		From / To	
1.	a.								Name
	b.								Title
2.	a.								Name
	b.								Title
3.	a.								Name
	b.								Title
4.	a.								Name
	b.								Title
5.	a.								Name
	b.								Title
6.	a.								Name
	b.								Title
7.	a.								Name
	b.								Title
8.	a.								Name
	b.								Title

Indicate by name of the above employees with whom you are in contact. Enter bracket ☐ P, ☐ Yes, On what job?

Relationship (Not former employers or relatives)		Address		Phone Number	
1.					
2.					
3.					

Are there any other organizations, clubs, or organizations which you feel would especially be you for work with this Company?

If your application is considered favorable,  
 or data will you be available for work?

19 Signature

APPLICANT SHOULD NOT WRITE BELOW THIS LINE

12-6-60-000000

RELATED SUBJECT AREA:

Social Studies or Language Arts

OBJECTIVES:

To familiarize students with forms which are necessary for them to interpret and fill in.

LEARNING ACTIVITY:

- I. Statement of Health
  - A. Read the questions as a group and determine how each should be answered.
  - B. Look up words with which they are unfamiliar.
- II. Job Description of Office Clerical Job
  - A. Read the job description and discuss the purposes of the sheet.
  - B. Determine why you think this might be important to the employee.
- III. Occupational Analysis (2nd sheet.)
  - A. What is the meaning of the D and P?
    1. The D represents the degrees which range from 1 to 8.
    2. The P represents the points attached by supervisors.
    3. The D and P are assigned to the prospective employee by a board of 3 on the basis of application, performance, and interview.
  - B. What is the purpose of this sheet?
    1. To determine a wage category for each employee in each department.

OCCUPATIONAL CLUSTER:

Business and Industry

# STATEMENT OF HEALTH

To Be Filled out by Applicant. (Please check Yes or No.)

Name \_\_\_\_\_ Date of birth \_\_\_\_\_ Date \_\_\_\_\_

Do you have or have you ever had or been treated for the following ailments?

Yes    No

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 1. Dizzy or fainting spells, epilepsy, paralysis, or headaches.   |
| _____ | _____ | 2. Tuberculosis, asthma, bronchitis, pleurisy, pneumonia, or hoarseness.  |
| _____ | _____ | 3. High blood pressure, pain or discomfort in chest, or heart murmur.   |
| _____ | _____ | 4. Diabetes, or other abnormality of urine.   |
| _____ | _____ | 5. Disease of eyes, ears, or throat.  |
| _____ | _____ | 6. Back or neck pain or injury.   |
| _____ | _____ | 7. Any surgical operations, broken bones, or other serious injuries.  |
| _____ | _____ | 8. Have you served with the armed services?   |
| _____ | _____ | 9. Have you ever applied for, or received, disability or compensation of pensions?  |
| _____ | _____ | 10. Were you rejected or discharged from the service for a physical or medical reason?  |
| _____ | _____ | 11. Have you ever had an abnormal chest x-ray?  |
| _____ | _____ | 12. Are you now taking treatment or medication for any condition or disease?  |
| _____ | _____ | 13. Have you ever had any allergies, particularly to metals such as gold or silver, medicines, or are you allergic to dusts and/or fumes? |
| _____ | _____ | 14. Dermatitis or eczema.   |

Explain any "yes" answers to the above questions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby certify that the statements made in this application are true to the best of my knowledge and belief. I understand that any willful misrepresentation of essential facts may be sufficient reason for dismissal. I hereby release this company from all liability whatsoever that may issue from verifying or amplifying the information on this statement.

\_\_\_\_\_  
(Personnel Representative)

Signature: \_\_\_\_\_

## OFFICE CLERICAL JOB SPECIFICATION

Job Title Secretary Sales Relations Manager

Operating Division Corporate Department Sales Relations

Supervised by Sales Relations Manager Date evaluated \_\_\_\_\_

### Job Description

Opens and sorts incoming mail, answering routine correspondence. Receives telephone calls and takes appropriate action.

Types department letters and correspondence, utilizing shorthand. Maintains department files.

Secures travel accommodations as required.

Maintains contract premium books distributing information to salesmen as necessary..

Prepares for sales conventions providing displays, registration cards and various sales aids. Follows up after convention to assure that displays are returned and repaired if necessary.

Assists in preparations for Honor Club; Sales School; Ten, Twenty and Twenty-Five Year parties; President's Party; and Sheik Initiations. Maintains necessary files and supplies for these functions.

In addition, works with new salesmen on sales aids and other duties such as Hamline presentation project, Sterling Silver Followware inventory and Junior Class Awards.

Assists in the preparation of "Tradewinds."

# OCCUPATIONAL ANALYSIS - SUBSTANTIATING DATA

Job Title Secretary - Sales Relations Manager

Factor	D	P	Basis of Rating
Basic Knowledge	3	45	High School Education with two years secretarial or college training. Good typing skills and writing ab Shorthand necessary.
Practical Experience	4	80	One and a half years previous office experience neces. This experience should be heavy in letter and article writing.
Complexity and Judgment	3	45	Involved in conventions, initiations, party arrangem Types letters, reports and various articles.
Initiative	3	25	Has knowledge of various events and must plan activi to meet these.
Probable Errors	3	20	Failure to route displays to conventions on time cre confusion. Details for various parties must be comp on time.
Contact with Others	4	40	Contact with management personnel, salesmen, visitor various departmental personnel.
Confidential Data	2	10	Exposed to a minor degree of confidential informatio is not exposed to salaries, etc.
Attention to Detail	2	10	Normal attention required to assure proper completio of convention commitments, parties, etc.

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To make children aware of cooperation among people in different occupations.  
To promote the idea that all types of jobs are necessary and should be accepted without social stigma.

LEARNING ACTIVITY:

This activity is a thought provoking bit of work. It is definitely an activity which creates fun!

Give each class member a copy of the situation at least 24 hours before the committees meet.

Be sure to tell people working on the committees not to reveal any of suggestions to another group.

This activity will require much discussion by the committee members.

For the Students:

The class members should be divided into groups of not more than five.

The members of these committees must come to an agreement by a majority decision in each case.

1. Avoid arguing for your own individual judgement. Try to use reasoning and logic.
2. View differences of opinion as helpful rather than a hindrance in decision making.
3. Appoint a chairman and secretary for each group.

The Problem

The earth is doomed by certain disaster (pollution, H. bombs, overpopulation, famine, disease, take your choice.) One rocket ship is equipped with food and is able to reach a distant planet that is capable of supporting life. Its make-up is similar to earth's. There is no human life on the planet according to surveyor satellite flights. It does appear like earth in every respect. The rocket will carry seven people only, and will support 10 pounds of material per person.

Who should go to start the new world, and what should they take with them? Please describe in some detail the age, ability, and skills of those you take. Also describe your equipment and tell why you chose those particular articles.



RELATED SUBJECT AREA:

Language Arts in connection with lesson on verification. Harper Row pp. 132-133.

OBJECTIVES:

To recognize particular duties of certain occupations or professions.  
To more completely understand the meaning of reliable and unreliable.

LEARNING ACTIVITY:

After studying reliable and unreliable statements on pages 132 and 133, continue the study into the fields of careers. Have children read the statements, then declare whether the information is reliable or unreliable. Each student will be provided with a sheet. If student is not familiar with the type of activity suggested, he will need to research the worker.

OCCUPATIONAL CLUSTER:

All

SUGGESTED RESOURCE MATERIAL:

Harper Row English Book  
Work Widening Occupational Roles Kit

RELIABLE OR UNRELIABLE

If you are not sure  
verify your answer  
by research.

1. The work of the dry cleaner is seasonal as they are busier in the spring and fall and before Christmas and Easter. \_\_\_\_\_
2. The longshoremen are responsible for loading and unloading freight on trains, trucks, and vans. \_\_\_\_\_
3. Many large restaurants, hotels, and apartment buildings employ parking attendants to park cars for their customers. \_\_\_\_\_
4. A welder does not need to wear his mask and safety equipment at all times; he uses it only when he is working on a material which creates a flash. \_\_\_\_\_
5. The bricklayer must know the correct quantity of lime, cement, and sand to mix to make his mortar. \_\_\_\_\_
6. Broadcast technicians must take courses which involve the study of laws, treaties, and regulations governing radio and television broadcasting, construction, and operation of transmission and receiving equipment. \_\_\_\_\_
7. A telegrapher for Western Union must have a license before he can operate. \_\_\_\_\_
8. English, speech, and mathematics are very necessary to become an efficient sales person. \_\_\_\_\_
9. It is essential for a beautician to be creative. \_\_\_\_\_
10. Subjects such as anatomy, chemistry, hygiene, bacteriology, psychology, accounting, mortuary arts and sciences are necessary to one who is interested in mortuary science. \_\_\_\_\_
11. A podiatrist is required to pass a state examination for licensing before he begins professional practice. \_\_\_\_\_
12. Talent in writing, hard work, and luck are needed for the writer to establish himself and to build his reputation as a free-lance writer. \_\_\_\_\_
13. One who is an orchestra director constantly continues his studies in music during his entire working career. \_\_\_\_\_
14. At least half of the college instructors are women. \_\_\_\_\_
15. The federal government employs many of our physicists in the National Aeronautics and Space Administration. \_\_\_\_\_
16. Most theater directors first must make a name for themselves with an amateur or theater group before they try to get jobs on Broadway or Hollywood. \_\_\_\_\_

17. Courses in woodworking, and work in an electric shop are valuable experiences for one who wishes to be a janitor. Arithmetic and science are useful courses too. \_\_\_\_\_
18. A young man of 18 who has taken driver's training can become a long-distance truck driver. \_\_\_\_\_

RELATED SUBJECT AREA:

Social Studies or Language Arts

OBJECTIVES:

To have students realize that jobs are rewarding in other ways than to receive money.

LEARNING ACTIVITY:

Listed below are twenty suggestions which various people feel are necessary to fulfill the personal needs of workers on a job. You are expected to read these, then ask yourself, "How important are each of these to me?"

Very unimportant rate-1

Neither important or unimportant rate-2

Important rate-3

Very important rate-4

Note to teachers:

1. Refer to the student's sheet. You may wish to change or delete some of the suggestions.
2. Pass a sheet to each student.
3. Follow with a discussion. Students will vary in opinion. Some may wish to tell why they felt as they did.

STUDENT'S SHEET

1. I could do something that makes use of my abilities. \_\_\_\_\_
2. The job could give me a feeling of accomplishment. \_\_\_\_\_
3. I could be busy all the time. \_\_\_\_\_
4. The job would provide an opportunity for advancement. \_\_\_\_\_
5. I could tell people what to do. \_\_\_\_\_
6. The company must administer its policies fairly. \_\_\_\_\_
7. My pay would compare well with that of other workers. \_\_\_\_\_
8. My co-workers would be easy to make friends with. \_\_\_\_\_
9. I could try out some of my own ideas. \_\_\_\_\_
10. I could work alone on a job. \_\_\_\_\_
11. I could do the work without feeling that it is morally wrong. \_\_\_\_\_
12. I could get recognition for the work I do. \_\_\_\_\_
13. I could make decisions on my own. \_\_\_\_\_
14. The job would provide for steady employment. \_\_\_\_\_
15. I could do things for other people. \_\_\_\_\_
16. I could be "somebody" in the community. \_\_\_\_\_
17. My boss would back up his men. \_\_\_\_\_
18. My boss would train his men well. \_\_\_\_\_
19. I could do something different every day. \_\_\_\_\_
20. The job would have good working conditions. \_\_\_\_\_

GRADE 6  
January  
05

RELATED SUBJECT AREA:

Social Studies or Language Arts

OBJECTIVES:

To familiarize students with occupations.

LEARNING ACTIVITY:

This crossword puzzle exercise provides the student with an interesting activity which will name the job and its description. Give the students pages 2 and 3 first. Be sure they have read all definitions before you give them page 1. You may wish to discuss the occupational definitions if you have students who have difficulty with comprehension.

There is an answer key enclosed. Some student may find another accurate solution that has not yet been discovered.

The words in this list were used in this crossword puzzle. There are some extra words and definitions which will not be used. (Read them all before you start work.)

surveyor	florist	caterer
welder	glazier	roofer
farmer	machinist	dentist
forester	banker	pilot
radiologist	bricklayer	tailor
anthropologist	miner	butcher
electrician	baker	

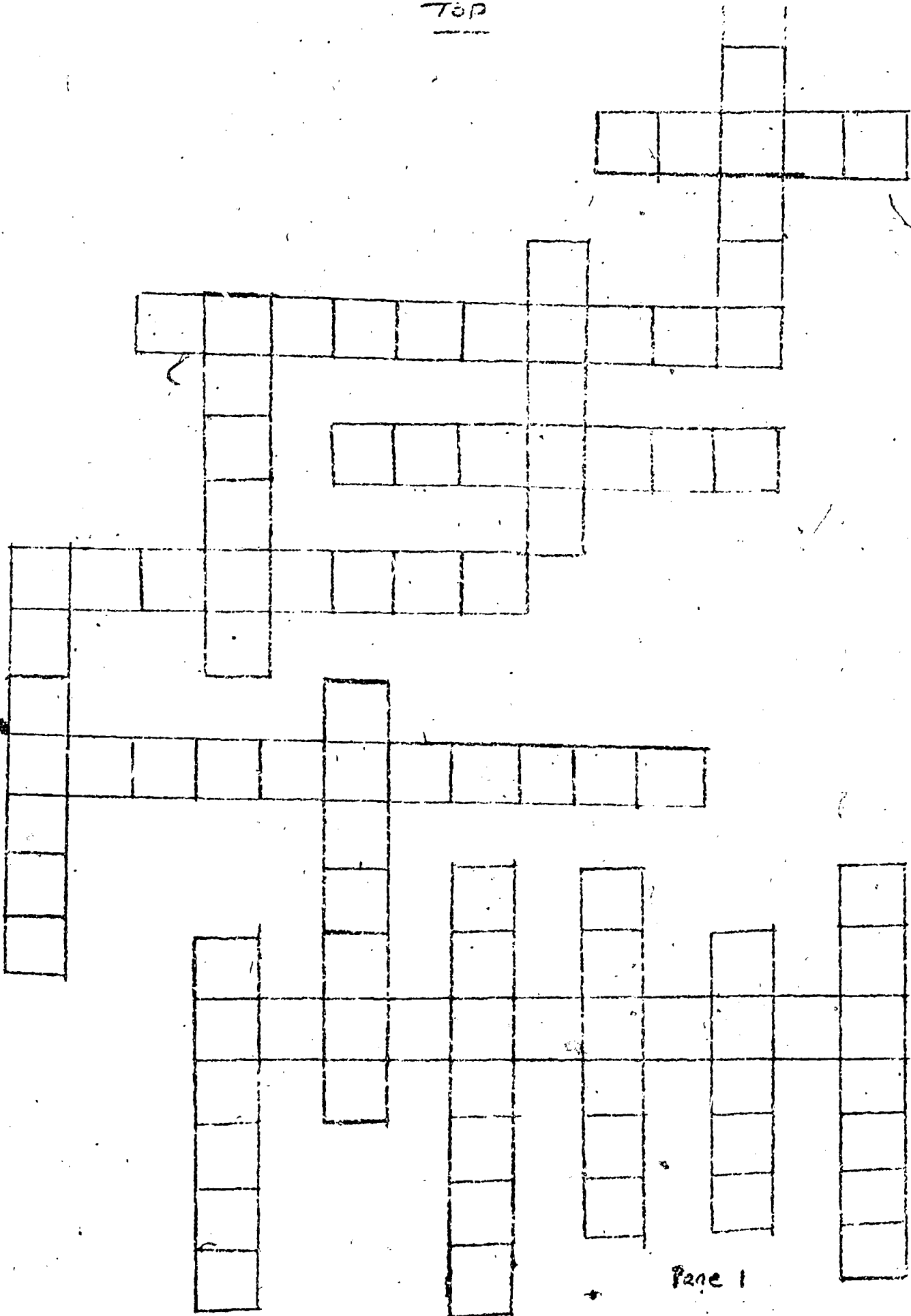
Below are the definitions of jobs listed above; use the ones you think will fit your puzzle.

- a. A surveyor is one who determines the exact form and extend of a tract of land by linear and angular measurements.
- b. A welder is one who unites or fuses pieces of metal after making it soft or pasty with heat.
- c. A farmer is one who tills the soil or tends animals in order to produce food.
- d. A forester is an officer having charge of a forest.
- e. A radiologist deals with x-rays or rays from radioactive substances especially for medical purposes.
- f. An anthropologist deals with the origins, physical, and cultural development, racial characteristics, and social customs and beliefs of mankind.
- g. An electrician is one who installs, operates, maintains, or repairs electrical devices or wiring.

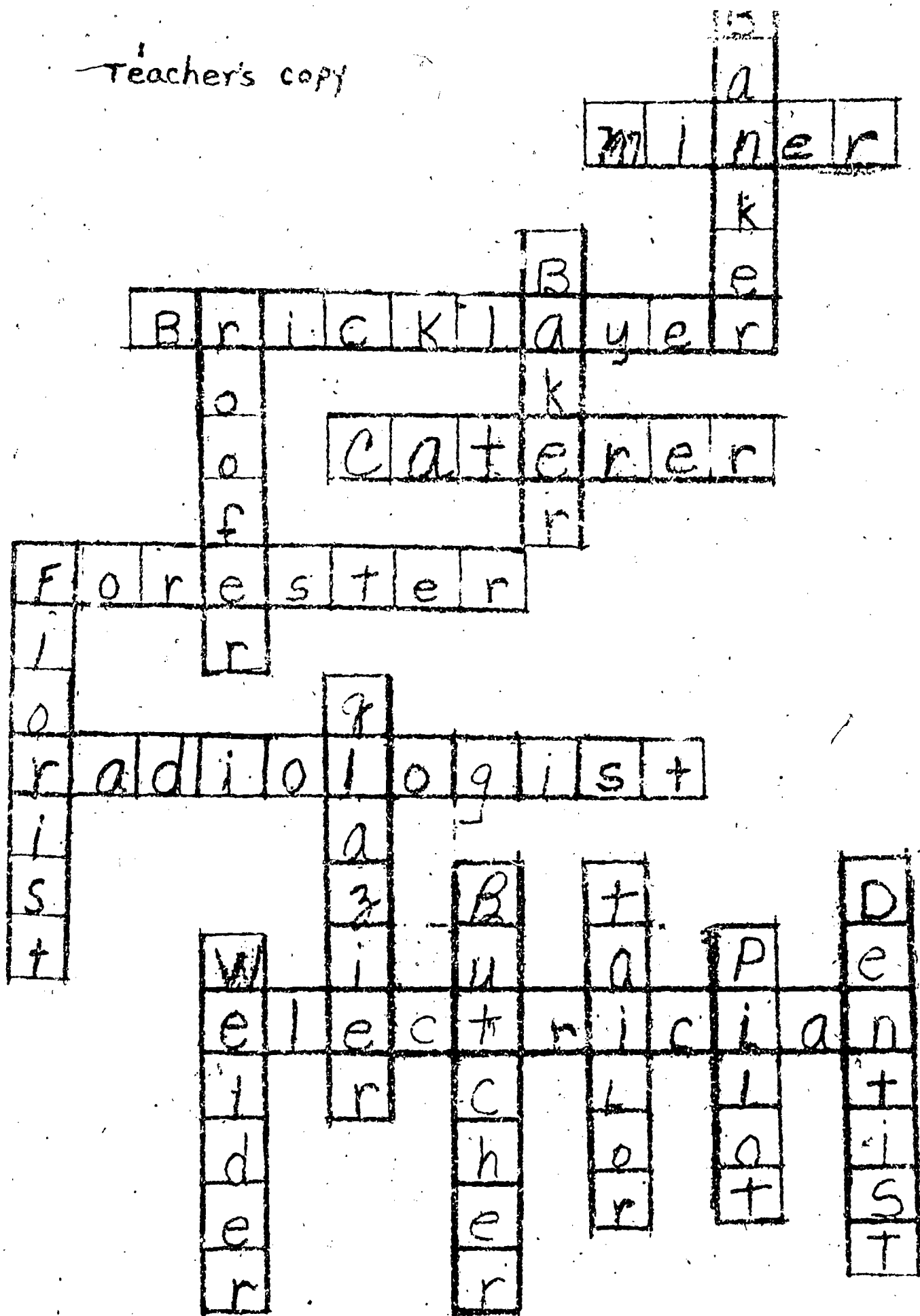
- h. A florist is one who grows and arranges flowers.
- i. A glazier is a person who fits windows or the like with glass or panes of glass.
- j. A machinist is a person who operates machinery--especially a skilled operator of machine tools.
- k. A banker is one employed by a bank, especially as an executive or other official.
- l. A bricklayer is one who lays bricks in the process of construction.
- m. A miner is one who works excavating the earth for the purpose of extracting metal ores, precious stones, or coal.
- n. A baker is a person who bakes and sells breads, cakes, and pastries of all kinds.
- o. A caterer is a person whose business is to provide food and services for a social gathering.
- p. A roofer is a person who lays or repairs roofs.
- q. A dentist is one who provides care for the teeth and gums.
- r. A pilot is one who is licensed to operate an aircraft.
- s. A tailor is one whose occupation is the making, mending, or altering of coats, suits, and garments.
- t. A butcher is one who slaughters, dresses, cuts, or sells meats, fish, or poultry.



Top



Teacher's copy



RELATED SUBJECT AREA:

Science Occupational Area (Astronomy)  
(To accompany Science for Tomorrow's World.)

OBJECTIVES:

To have children know that one of the earliest sciences was astronomy.  
To know that early scientists had different theories which had to be proved.  
To realize that work of our present space program is closely associated with the science of astronomy.

LEARNING ACTIVITY:

A. Children may begin by drawing a model of the planets and sun showing the Ptolemaic earth-centered plan. A discussion including the following questions might follow.

1. What happens to the earth in this plan?
2. What did Ptolemy think about the motion of the moon?
3. Why did he have difficulty in explaining the action of the planets?
4. What did Ptolemy mean by retrograde motion?
5. For how long was Ptolemy's theory accepted.
6. Who challenged his theory and why?

B. Children may now draw a model of the sun and its family, showing the Copernican theory.

1. In what ways did Copernicus' ideas differ from Ptolemy's?
2. Was it necessary for Copernicus to prove his theory? Why?
3. When was his theory proved and found to be correct?

C. Use the experiment on pages 172-173.

1. Use the information on similar triangles to figure the sun's distance from the earth.

D. The students might also research Tycho Brahe and Johannes Kepler to find out what each contributed to astronomy. They can also review the work of Sir Isaac Newton.

E. The next research will involve the career of today's astronomer.

1. How much education must one have?
2. What subjects which you study might help you to prepare for a career in astronomy?
3. What kinds of work is done by today's astronomers?
4. In what ways can astronomers help the space program?
5. In what ways can the space program help astronomers?
6. Can women work in the field of astronomy? What can they do?
7. Where would one find most of the jobs in astronomy today?

EXTENDED ACTIVITY:

Write a paragraph or two with a sentence beginning like this:

I would like to be an astronomer because....

I would not like to be an astronomer because....

Note to teacher: the "C" part of the teacher's outline was omitted on student's form as each teacher may wish to use his own approach.

OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit

Encyclopedia - Volume I

Filmstrip "The Solar System" EDF-520

Filmstrip "The Astronomer at Work" (Wilson) 550

A. Draw a model of the planets and sun showing the Ptolemaic earth-centered plan.

1. What happens to the earth in this plan?
2. What did Ptolemy think about the motion of the moon?
3. Why did he have difficulty in explaining the action of the planets?
4. What did Ptolemy mean by retrograde motion?
5. For how long was Ptolemy's theory accepted?
6. Who challenged his theory? When and why?

B. Draw a model of the sun and its family showing the Copernican theory.

1. In what ways did Copernicus' ideas differ from Ptolemy's?
2. Was it necessary for Copernicus to prove his theory? Why?
3. When was his theory proved and found to be correct?

C. Do some research on other early astronomers such as Tycho Brahe, Johannes Keppler, and Sir Isaac Newton.

1. What did each of these men contribute to science of astronomy?

D. Do research and discussion which will involve the career of today's astronomer.

1. How much education must one have?
2. What subjects which you study might help you to prepare for a career in astronomy?

3. What kind of work is done by today's astronomer?

4. In what ways can astronomers help the space program?

5. In what ways can the space program help astronomers?

6. Consider work in the field of astronomy. What are they doing?

7. Where would one find most of the jobs in astronomy today?

• Extended Activity:

Write a paragraph or two with a sentence beginning;

I would like to be an astronomer because...

I would not like to be an astronomer because...

RELATED SUBJECT AREA:

Language Arts

Games which could be used for Career Awareness

LEARNING ACTIVITY:

Riddle-Game. Give name of equipment, or tell some of the duties of a particular worker. Members of the class guess the occupation the student is thinking of. Each student will begin his statement by saying, you are thinking of \_\_\_\_\_.

Have students choose a well-known personality and discuss how that person would not fit into some stereotype job. For example: tell why Pat Paulson would probably not be fitted for the presidency, why Jackie Gleason would not likely be a success as a football quarterback.

Write the letters of the alphabet on the chalkboard. Opposite each letter, write an occupation beginning with the letter. An example of this would be:

A-Accountant, Astronaut; B-Baker, Banker; C-Cartoonist, Cartographer; etc.

Play the game "What's My Line." Have the students play the roles of the workers. Each student will write the name of an occupation on a paper. He will give the paper to the teacher. Each student will be permitted to ask a question of the contestant. If the contestant's occupation has not been answered in one round, he will have "stumped the panel." Students may name the occupation after any question if they are reasonably sure they know the answer.

What Can I Do?

This is an activity showing how to use leisure time. Give each student a 12 x 18 sheet of paper and several old magazines. Children can cut pictures suggesting leisure time activities. Paste them on the sheet, and write a caption for each picture used.

RELATED SUBJECT AREA:

Science - Physicist

OBJECTIVES:

To understand Newton's laws of motion.

To understand that the work of the physicist is old.

To understand that the work of the physicist has changed since the time of Sir Isaac Newton.

LEARNING ACTIVITY:

1. Discuss Sir Isaac Newton.
  - a. What characteristics did he have that made him a physical scientist?
  - b. What characteristics would you think would be necessary for a physicist today?
2. Discuss Newton's three laws of motion.
  - a. Refer to student's book. Objects in Motion, page 63; study these to the extent teacher feels they are necessary. Page 91 gives some use of activities.
  - b. How long have Newton's laws been in operation?
3. Look up the work of the physicist today to find out about his work.
4. Compare the broader fields of the physicist today with Sir Isaac Newton's time.
  - a. Discuss the various fields of physical science today such as: aerodynamics, hydrodynamics, gravitation, optics, acoustics, nuclear and high-energy physics, solid-state physics, electronics, communications, chemical physics, astro-physics, biophysics. (Teacher can help by dividing the words and finding the meaning of the prefixes.)
5. What subjects which you study in elementary school might help you get started in a career as a physicist?
6. Do you believe that both men and women can be physicists? Why?
7. What qualities would you need to become a physicist?
8. In recent years what activities have been very reliant on the work of the physical scientist? (The space program.)
9. What kind of educational qualifications are necessary for one who wishes to have this kind of job?
10. What do you think about the future of those going into physical science? (Note to teacher; right now this field seems to be quite crowded; however, as our space and sea projects grow, so will the need for the physicist.)

Note to teacher:

The student's sheets do not include all the suggestions given on your sheet.



OCCUPATIONAL CLUSTER:

Environment

SUGGESTED RESOURCE MATERIAL:

Textbook Science for Tomorrow's World

Encyclopedia Volumes N and P

Work Widening Occupational Roles Kit - Physicist

Universal History of the World (Newton) Volume 10

Zarchy, Harry, What Does A Scientist Do 500.9 Z

STUDENT'S SHEET

I. Sir Isaac Newton

- A. What characteristics did he have which made him a physical scientist?
- B. What characteristics do you think would be necessary for a physicist today?
- C. What kinds of work does today's physicist do?
- D. Compare the work of Sir Isaac Newton with work of a physicist today.
- E. The following jobs belong to the area of physical scientists: aerodynamics, hydrodynamics, gravitation, optics, acoustics, nuclear and high energy physics, solid-state physics, electronics, communications, chemical physics, astro-physics, and biophysics. With the help of your teacher and the dictionary, see if you can find out what each of the above scientists might be doing. (Divide the words, separate the prefix from the root, then try to relate them to a particular type of work.)
- F. What subjects which you study in elementary school might help you get started in a career as a physicist?
- G. Do you believe that both men and women can be physicists? Why?
- H. What kind of educational qualifications would you need to become a scientist?
- I. What do you think about the future of those going into physical science?

RELATED SUBJECT AREA:

Language Arts (Role Playing)

OBJECTIVES:

To familiarize children with different types of work and with tools to be used on that particular job.

LEARNING ACTIVITY:

This activity should be assigned or discussed about 2 weeks before it is to be done.

Students are told to think about a particular job they'd like to learn more about. It might be one with which they could relate. Each student would decide the tools which would be necessary to his job. He might need to visit a local plumber, a nurse, or carpenter, or his father to obtain or borrow the tools.

He would show the tools which he had assembled and tell how that tool or tools are used in his job. On that particular day the student would be permitted to dress as one in that particular job would dress. He would give a job description and discuss the qualifications for one interested in that field.

GRADE 6  
February  
03

RELATED SUBJECT AREA:

Language Arts  
Creative Writing

OBJECTIVES:

To provide a more positive attitude toward work.

LEARNING ACTIVITY:

This creative writing might be called "Rewards", but the activity would be work centered. The following questions might be written on the blackboard and discussed briefly as they relate to work.

1. What are the rewards for work?
2. Why are they given?
3. Who gives them?
4. Who receives them?
5. When are they given?
6. Have you received any reward for work?

SUGGESTED RESOURCE MATERIAL:

Mahon, Julia C. First Book of Creative Writing 808.02 M

RELATED SUBJECT AREA:

Occupation and Training Chart  
Language Arts

OBJECTIVES:

To develop more awareness of jobs and educational requirements necessary to each.

LEARNING ACTIVITY:

Directions:

1. Put in the three broad occupational fields that you feel have the strongest potential for you.
  - a. List the occupations in which you would expect to find people with interests similar to yours.
  - b. In selecting occupations, consider also the amount of training required. Be sure you are covering your interest area.
  - c. Pick occupations that will fall into at least three of the levels of training.
  - d. In the first column list the occupations. Put them where they belong, opposite the training required.
  - e. Research the job skills necessary to their choice.

SUGGESTED RESOURCE MATERIAL:

Widening Occupational Roles Kit SMA

OCCUPATION AND TRAINING CHART

Level of Training	Occupation	Skills necessary to job.
College 4 years or more		
High School plus additional technical or trade school or some college		
High School Graduate		
Less than high school graduate		

RELATED SUBJECT AREA:

Math

OBJECTIVES:

- To allow children the opportunity to fill out a 1040 Federal income tax form.
- To allow children the opportunity to see that they pay a certain sum of money for their share in the cost of government.
- To allow children to see that all money earned in an occupation is not available to be spent as the earner would like.
- To allow children the opportunity to see why their parents are not always able to do things they might want to do, or buy the things they'd like to buy.

LEARNING ACTIVITY:

After the first of January, the teacher should call the banks or post office and get copies of the schedules and instructions for filing income tax, to use with her math group.

Read the forms together before working on the forms.

The enclosed form which is made up, indicates one who is single, but is the head of the household. It is assumed the child will use his own name and make up a social security number. This should be a class activity and not as an individual project. It will require several days for completion. Possibly students will have many questions which will need to be discussed.

For the year January 1-December 31, 1971, or other taxable year beginning 1971, ending 19

First name and initial (If joint return, use first names and middle initials of both) Last name Your social security number  
 Present home address (Number and street, including apartment number, or rural route) Spouse's social security number

City, town or post office, State and ZIP code

Occupation Yours **Factory Worker**  
 Spouse's

## Filing Status—check only one:

- 1 ☐ Single  
 2 ☐ Married filing jointly (even if only one had income)  
 3 ☐ Married filing separately and spouse is also filing.  
 Give spouse's social security number in space above and enter last name here ▶  
 4 ☐ Unmarried Head of Household  
 5 ☐ Surviving widow(er) with dependent child  
 6 ☐ Married filing separately and spouse is not filing

## Exemptions

- Regular / 65 or over / Blind Enter number of boxes checked ▶
- 7 Yourself ☒ ☐ ☐ 1  
 8 Spouse (applies only if item 2 or 6 is checked) ☐ ☐ ☐  
 9 First names of your dependent children who lived with you  
 Enter number ▶  
 10 Number of other dependents (from line 33) ▶  
 11 Total exemptions claimed ▶ 1

12 Wages, salaries, tips, etc. (Attach Forms W-2 to back. If unavailable, attach explanation). 12 9,875 00

13a Dividends (see pages 6 and 11 for instr.) \$ 13b Less exclusion \$ Balance ▶ 13c 00 00  
 (If gross dividends and other distributions are over \$100, list in Part I of Schedule B.)

14 Interest. If \$100 or less, enter total without listing in Schedule B. If over \$100, enter total and list in Part II of Schedule B. 14 52 00

15 Income other than wages, dividends, and interest (from line 40) 15 None

16 Total (add lines 12, 13c, 14 and 15) 16 9,927 00

17 Adjustments to income (such as "sick pay," moving expense, etc. from line 45) 17 None

18 Adjusted gross income (subtract line 17 from line 16) 18 9,927 00

See page 3 of instructions for rules under which the IRS will figure your tax.  
 If you do not itemize deductions and line 18 is under \$10,000, find tax in Tables and enter on line 19.  
 If you itemize deductions or line 18 is \$10,000 or more, go to line 46 to figure tax.

19 Tax (Check if from: ☐ Tax Tables 1-13, ☐ Tax Rate Sch. X, Y, or Z, ☐ Sch. D, ☐ Sch. G or ☐ Form 4726) 19 1,000 00

20 Total credits (from line 54) 20 None 00

21 Income tax (subtract line 20 from line 19) 21 1,272 00

22 Other taxes (from line 60) 22 None

23 Total (add lines 21 and 22) 23 1,272 00

24 Total Federal income tax withheld (attach Forms W-2 or W-2P to back) 24 1,118 00

25 1971 Estimated tax payments (include 1970 overpayment allowed as a credit) 25 None

26 Other payments (from line 64) 26 None

27 Total (add lines 24, 25, and 26) 27 1,118 00

28 If line 23 is larger than line 27, enter BALANCE DUE Pay in full with return. Make check or money order payable to Internal Revenue Service ▶ 28 154 00

29 If line 27 is larger than line 23, enter OVERPAYMENT ▶ 29

30 Line 29 to be: (a) REFUNDED Allow at least six weeks for your refund check ▶  
 (b) Credited on 1972 estimated tax ▶

31 Did you, at any time during the taxable year, have any interest in or signature or other authority over a bank, securities, or other financial account in a foreign country (except in a U.S. military banking facility operated by a U.S. financial institution)?  
 If "Yes," attach Form 4683. (For definitions, see Form 4683.) ▶ ☐ Yes ☒ No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete.

Sign here

Your signature

Date

Signature of preparer other than taxpayer, based on all information of which he has any knowledge.

Date

Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Address



**PART I.—Additional Exemptions (Complete only for other dependents claimed on line 10)**

32 (a) NAME	(b) Relationship	(c) Months lived in your home, if born or died during year, write B or D	(d) Did dependent have income of \$675 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL	(f) Amount furnished by OTHERS including dependent
					\$

33 Total number of dependents listed above. Enter here and on line 10. ▶

**PART II.—Income other than Wages, Dividends, and Interest**

34 Business income or (loss) (attach Schedule C)	34		
35 Net gain or (loss) from sale or exchange of capital assets (attach Schedule D)	35		
36 Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797)	36		
37 Pensions and annuities, rents and royalties, partnerships, estates or trusts, etc. (attach Schedule E)	37		
38 Farm income or (loss) (attach Schedule F)	38		
39 Miscellaneous income: (a) Fully taxable pensions and annuities not reported on Schedule E—see instructions on page 7			
(b) 50% of capital gain distributions (not reported on Schedule D)			
(c) State income tax refunds (caution—see instructions on page 7)			
(d) Alimony			
(e) Other (state nature and source)			
(f) Total miscellaneous income (add lines 39(a), (b), (c), (d) and (e))	39		
40 Total (add lines 34, 35, 36, 37, 38, and 39). Enter here and on line 15	40	none	

**PART III.—Adjustments to Income**

41 "Sick pay" if included in line 12 (attach Form 2440 or other required statement)	41		
42 Moving expense (attach Form 3903)	42		
43 Employee business expense (attach Form 2106 or other statement)	43		
44 Payments as a self-employed person to a retirement plan, etc. (attach Form 2950SE)	44		
45 Total adjustments (add lines 41, 42, 43, and 44). Enter here and on line 17	45	none	

**PART IV.—Tax Computation (Do not use this part if you use Tax Tables 1-13 to find your tax.)**

46 Adjusted gross income (from line 18)	46	9,927.00
47 (a) If you itemize deductions, enter total from Schedule A, line 32 and attach Schedule A (b) If you do not itemize deductions, and line 46 is: (1) \$10,000 or more but less than \$11,538.43, enter 13% of line 46 (2) \$11,538.43 or more, enter \$1,500. Note: deduction under (1) or (2) is limited to \$750 if married and filing separately.	47	2,197.00
48 Subtract line 47 from line 46	48	7,730.00
49 Multiply total number of exemptions claimed on line 11, by \$675	49	675.00
50 Taxable income. Subtract line 49 from line 48	50	7,055.00

(Figure your tax on the amount on line 50 by using Tax Rate Schedule X, Y or Z, or if applicable, the alternative tax from Schedule D, income averaging from Schedule G, or maximum tax from Form 4726.) Enter tax on line 19.

**PART V.—Credits**

51 Retirement income credit (attach Schedule R)	51	
52 Investment credit (attach Form 3468)	52	
53 Foreign tax credit (attach Form 1116)	53	
54 Total credits (add lines 51, 52, and 53). Enter here and on line 20	54	None

**PART VI.—Other Taxes**

55 Self-employment tax (attach Schedule SE)	55	
56 Tax from recomputing prior-year investment credit (attach Form 4255)	56	
57 Minimum tax (see instructions on page 8). Check here <input type="checkbox"/> if Form 4625 is attached	57	
58 Social security tax on unreported tip income (attach Form 4137)	58	
59 Uncollected employee social security tax on tips (from Forms W-2)	59	
60 Total (add lines 55, 56, 57, 58, and 59). Enter here and on line 22	60	None

**PART VII.—Other Payments**

61 Excess FICA tax withheld (two or more employers—see instructions on page 8)	61	
62 Credit for Federal tax on special fuels, nonhighway gasoline and lubricating oil (attach Form 4136)	62	
63 Regulated Investment Company Credit (attach Form 2439)	63	
64 Total (add lines 61, 62, and 63). Enter here and on line 26	64	None

# Schedules A&B—Itemized Deductions AND (Form 1040) Dividend and Interest Income

1971

Department of the Treasury  
Internal Revenue Service

▶ Attach to Form 1040.

Name(s) as shown on Form 1040

Your social security number

## Schedule A—Itemized Deductions (Schedule B on back)

Medical and dental expenses (not compensated by insurance or otherwise) for medicine and drugs, doctors, dentists, nurses, hospital care, insurance premiums for medical care, etc.

- 1 One half (but not more than \$150) of insurance premiums for medical care. (Be sure to include in line 10 below) 30.00
- 2 Medicine and drugs 62.00
- 3 Enter 1% of line 18, Form 1040 99.27
- 4 Subtract line 3 from line 2. Enter difference (if less than zero, enter zero) 60.00
- 5 Enter balance of insurance premiums for medical care not entered on line 1 30.00
- 6 Itemize other medical and dental expenses. Include hearing aids, dentures, eyeglasses, transportation, etc.

Owatonna Clinic 125.00  
Owatonna City Hospital 39.00  
Dr. Peter Schneider D.D.S. 58.00

- 7 Total (add lines 4, 5, and 6) 282.00
- 8 Enter 3% of line 18, Form 1040 293.00
- 9 Subtract line 8 from line 7. Enter difference (if less than zero, enter zero) 60.00
- 10 Total deductible medical and dental expenses (Add lines 1 and 9. Enter here and on line 27, below.) 30.00

### Taxes.

- 11 Real estate 475.00
- 12 State and local gasoline (see gas tax tables) 63.00
- 13 General sales (see sales tax tables) 57.00
- 14 State and local income 336.00
- 15 Personal property
- 16 Other

- 17 Total taxes (Add lines 11 through 16. Enter here and on line 28, below.) 981.00

Contributions.—Cash—including checks, money orders, etc. (Itemize—see instructions on page 10 for examples)

Church of your choice 50.00  
United Way 5.00  
Multiple Sclerosis 1.00  
Muscular Dystrophy 1.00

- 18 Total cash contributions 57.00
- 19 Other than cash (see instructions on page 10 for required statement). Enter total for such items here None
- 20 Carryover from prior years None
- 21 Total contributions (Add lines 18, 19, and 20. Enter here and on line 29, below.) 57.00

### Interest expense.

- 22 Home mortgage 1,025.00
- 23 Installment purchases 14.00
- 24 Other (itemize)

- 25 Total interest expense (Add lines 22, 23, and 24. Enter here and on line 30, below.) 1,029.00

Miscellaneous deductions for child care, alimony, union dues, casualty losses, etc. (see instructions on page 10).

Union Dues 75.00  
Uniform Expense 25.00

- 26 Total miscellaneous deductions (Enter here and on line 31, below.) 100.00

## Summary of Itemized Deductions

A

- 27 Total deductible medical and dental expenses (from line 10) 30.00
- 28 Total taxes (from line 17) 981.00
- 29 Total contributions (from line 21) 57.00
- 30 Total interest expense (from line 25) 1,029.00
- 31 Total miscellaneous deductions (from line 26) 100.00
- 32 TOTAL ITEMIZED DEDUCTIONS. (Add lines 27 through 31. Enter here and on Form 1040, line 47.) 2,197.00

GRADE 6  
March  
01

RELATED SUBJECT AREA:

Language Arts

OBJECTIVES:

To permit self-expression in children.  
To develop some skills in writing.  
To encourage interest in writing as a career.

LEARNING ACTIVITY:

The following are suggested topics to be used for creative writing. These may be used at the time of year that fits best in your situation.

1. What I think about before I go to sleep
2. I wish I were a.....
3. How I feel about animals in a cage
4. I'm bored
5. Loneliness
6. My dreams
7. Why I don't like tests
8. Is homework (important?
9. Nightmares
10. Pain
11. When I Grow Up
12. Happy thoughts
13. Gloomy thoughts
14. Losing my temper
15. If I could change the following, I would change 1. school, 2. friends, 3. Mom, 4. Dad, 5. teacher, or 6. others students might suggest.

Suggested discussion topics:

Daydreaming most of the time....

Ways to conquer shyness are....

Someone who gets along well with others is apt....

SUGGESTED RESOURCE MATERIAL:

Mahon, Julia C. First Book of Creative Writing 808.02 M

GRADE 6  
March  
02

RELATED SUBJECT AREA:

Math - "How to use your checkbook."

OBJECTIVES:

- To learn how to fill out forms.
- To understand bank accounts.
- To get an idea about work of people in the bank.
- To learn how to make out a check and a check-deposit slip.

LEARNING ACTIVITY:

When students become sixth graders they often belong to several organizations such as 4H, student council, and scouts.

Some students have jobs and do use a checking account.

Frames 1-6 deal with the opening of the account. Frames 7-12 deal with making out a check. Frames 13-24 give help on filling out amount of checks, deposits, and the balance brought forward.

After viewing the film, there are some practice sheets.

OCCUPATIONAL CLUSTER:

Business and Office

SUGGESTED RESOURCE MATERIAL:

Filmstrip "How to use your Checkbook" and cassette tape. 332.12 All schools.

STUDENT'S SHEET

What is the check system used on a check?

What is the balance brought forward?

What are deposits? Where are they listed?

What is meant by double checking your figures?

What must you remember when you are signing your name?

What is meant by endorsement and identification?

John Doe	102
314 Hill Street	
Daw, Illinois 56311	<u>19</u>
Pay to the	
Order of _____	\$ _____
	_____ Dollars
First National Bank	
Daw, Illinois 56311	
Memo _____	_____

This is a check-deposit slip. These should be filled out every time money is deposited, or a check is written. At the end of the month, when the bank sends out their statements it can be compared to the statement for accuracy.

Check No.	Date	Check issued to	Amount of Check	Date of Dep.	Amount of Deposit	Balance

RELATED SUBJECT AREA:

Language Arts-Communications Skills

OBJECTIVES:

To know that he has a school file and to realize their importance in job placement. Identifies the kind of information that employers seek and demand in writing when placing workers on a job.

LEARNING ACTIVITY:

1. Have school counselor come into the classroom and go over a 'blank' cumulative file. After this presentation, each student may ask questions regarding the importance of the file.
2. Ask students to bring their hobbies to class and discuss some of the aspects of why they have or like this particular way to pass time. Ask such questions as, "What are some of the job opportunities that this hobby might be a help to? Does this particular interest in this hobby indicate to you the type of work you may like to do?"
3. Ask the students to write a resume of themselves. The resume should include personal data including name, address, age, schooling, interests, experience, and state briefly reasons why he feels particularly qualified for the job.

GRADE 6  
March  
04

RELATED SUBJECT AREA:

Social Studies "Napoleon Looks at Himself"  
Book Challenge of Change Chapter 4

OBJECTIVES:

To realize how important characteristics and interests are to certain jobs.  
To realize that certain people, because of personality characteristics, could not become dictators.  
To realize that sometimes people influence students to become interested in certain careers.

LEARNING ACTIVITY:

Research the Life of Napoleon.

1. What characteristics did Napoleon have that led him to believe he could "conquer the world?"
2. What were his interests and hobbies?
3. What educational advantages did he have which led him to his career?
4. How did his family help him to achieve his purpose?
5. How was he able to return without firing a shot?
6. What did he accomplish for France in the end?
7. Investigate some of the other prominent dictators such as, Castro of Cuba, Hitler of Germany, Franco of Spain. Do they compare in characteristics of personality, in interests, and ambitions?

OCCUPATIONAL CLUSTER:

Public Service

SUGGESTED RESOURCE MATERIAL:

Encyclopedias N  
Social Studies Text, Challenge of Change  
Universal History of the World, Volume 11, p. 939-953



STUDENT'S SHEET

A. Do one of the following.

1. Write a newspaper article which might have appeared in a Paris newspaper the morning after Napoleon's return on March 20, 1815.
2. Draw a political cartoon depicting Napoleon as he views himself.

B. Answer the following questions:

1. What personality characteristics did Napoleon have that led him to believe he could conquer the world?
2. What were his interests and hobbies?
3. What educational advantages did he have which led him to his career?
4. How did his family help him to achieve his purpose?
5. How was he able to return to France (after his first exile) without firing a shot?
6. What did he accomplish for France in the end?
7. Investigate some of the other prominent dictators such as Castro of Cuba, Hitler of Germany, Franco of Spain. Do they compare in characteristics of personality, interests, and ambitions?

RELATED SUBJECT AREA:

Math (To be used at any time.)

OBJECTIVES:

To realize that a person's welfare is dependent upon the well-being of all people in society.

To realize factors of social well being, including wages earned in work.

LEARNING ACTIVITY:

Have the students discuss the jobs they can get now and how much these jobs pay (babysitting, shoveling snow, lawn mowing, paper routes, household duties, etc.) Ask them what they contribute to society, what they buy, how they can make their money work for them, and what they get back from society.

Have them figure the amounts of money they earn. Permit them to make a budget of average monies earned and spent during a month.

Have children discuss rates of pay for people in the community. As an example: a registered nurse receives \$6.50 per hour. She works 8 hours per day. How much will she earn in a week? The plumber. The plumber's assistant earns \$5.75 per hour. How much will he earn in an 8 hour day?

OCCUPATIONAL CLUSTER:

Business

SUGGESTED RESOURCE MATERIAL:

Math Book - chapter on percentages or chapter on measuring angles to prepare graph for budgets.

GRADE 6  
April  
01

RELATED SUBJECT AREA:

Social Studies

Industrial Revolution - Challenge of Change, Chapter VI, pp. 133.

OBJECTIVES:

To realize that children were forced to work at a very young age.

To understand that many problems arose between labor and management which forced the organization of labor unions.

LEARNING ACTIVITY:

Discuss the practices and abuses of child labor. Research the first child labor laws passed. Compare them with today's child labor laws. Have students discuss their feelings concerning their working in industry at an early age.

Discuss the operation of a labor union. Research and discuss the beginnings of labor unions in Great Britain; then turn to history of unions in U.S. Discuss unions positively and negatively. Ask a parent who belongs to a labor union to discuss the activities, benefits, and requirements of a union member.

There is a pupil's sheet following this suggestion sheet for teachers.

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

Encyclopedias.- Use Britanica and any other set which might be in your room.  
Filmstrip 331.86 (Audio) Labor and Labor Unions Eg. M

## STUDENT'S SHEET

- I. A. What had caused the large migration from the rural areas to the city area?
- B. How did the huge population affect living conditions in London?
- C. Why did it seem necessary for many children to go to work?
- D. What were the problems which arose after children started working in industry?
- E. How would you feel about working in a factory at an early age?

### II. Research for Students

Using encyclopedias, Britanica and others, find out:

- A. When were the first child labor laws passed?
- B. What did the law say?
- C. What does the law today say about child labor?
- D. Review the guilds of the Middle Ages.
- E. Look up the beginnings of labor organization in Great Britain. Why were they organized there?
- F. Research the beginning of the Union in the United States. Why were they organized in the U.S.? What was provided for by the union?
- G. Compare the first unions to the early guild.
- H. Are unions today the same as they were in the beginning?

RELATED SUBJECT AREA:

Language Arts, Reading, and Social Science (Panel Discussion)

OBJECTIVES:

To summarize the learnings which were the result of our school participation in the Career Development Program.

To develop an understanding of a panel discussion.

To develop skills necessary to perform before a group.

LEARNING ACTIVITY:

This activity should be started about 3 weeks before it will be used.

Choose 10 to 12 reliable students, not necessarily top students, rather average, to work on panel. The students may choose one of their group for a moderator.

First, students who have never participated in a panel discussion will need to find out what a panel is and how one is organized. (This can be done by the entire class.)

Next the students will need to discuss the questions which are to be asked and discussed. (The teacher or a student may act as secretary and write down all questions which are suggested.) The children will suggest many more than can be used. Together restate the questions and decide which are the best to use. All students on the panel will research in the library, interview career people, discuss with teacher or parents until they think they have questions answered to their satisfaction. The moderator may feel free to call on any panel member for any answer. The entire class becomes involved because the moderator opens the panel to discussion and questions. The moderator and panel members should be informed that the moderator may state the questions in his own vocabulary, but there will probably not be much deviation.

The following questions are some you might guide your panel members to ask:

1. What is Career Awareness?
2. Why are we beginning to think about careers at such an early age?
3. How can I know what I want to do when I'm only in sixth grade?
4. Do you need to have a goal in life even though you are only a sixth grader?
5. Right now, what do you think you'd like to do?
6. Do you think you'll think the same way 6 or 7 years from now? Why or why not?
7. In Career Awareness I need to understand people better. How can I help myself to understand people?
8. Is it necessary for me to have special interest, abilities, and aptitudes before I choose a job?
9. How well do I do with my school work?
10. What school subjects have you enjoyed most? Why?
11. When you read outside of school, what do you read? Why?
12. What subjects do I like the best? Why?
13. What hobbies and leisure activities do you enjoy most?
14. Is your health good? Why do you think so? How does health relate to a career?

15. Are you well coordinated or clumsy?
16. Do you hear and see well?
17. Do you want to advance yourself? Why?
18. Are you nervous or tense? How do you know?
19. Do you work best under pressure?
20. We live in a world of change. In what ways are you changing?
21. Have there been any changes in the world of work? Discuss by giving examples.
22. Do you think there will be changes in careers by the time you're ready for a job?
23. How much education do I need for the career I'm thinking about now?
24. What is "on the job training?" Give some examples. What did we call that many, many years ago?
25. What is a vocational school?
26. What is a technical school?
27. What is a college education?
28. What, in general, is your attitude toward all kinds of work?
29. Is it necessary for everyone to be a college graduate?

SUGGESTED RESOURCE MATERIAL:

Encyclopedia of Vocations Volumes I and II

Occupational Outlook Handbook

Any English book which describes panel discussions

GRADE 6  
April  
03

RELATED SUBJECT AREA:

Language Arts

Chapter 12 Harper Row Formal and Informal Language

OBJECTIVES:

To know that there are many expressions which refer to work, tools, and occupations which are classified as informal language.

LEARNING ACTIVITY:

After you have discussed formal and informal language in Harper Row English book on pages 214 and 215, you may wish to include this activity showing how informal language relates to work. Before you pass out the activity sheet, the children may have some fun guessing to what work the slang or informal language refers.

The children may know more expressions which they would like to add to the enclosed list.

As a follow-up activity, the students may put themselves into an occupational area and write a few descriptive sentences using the informal language describing their job. They may write names of occupations and write their own informal names for them.

SUGGESTED RESOURCE MATERIAL:

Thesaurus of American Slang

STUDENT'S SHEET

Occupational title:

camp cook - mulligan mixer, hash burner

clerk - pencil pusher

woodsman - bush-whacker

prospector - pocket hunter

geologist - rock hound, oil smeller

sports writer - disher of diamond dirt

newsboy - sheet hustler

chiroprapist - cornhusker

lawyer - limb of the law

barber - bobber

insurance agent - premium philanthropist

musician - tunerster

pianist - ivory plucker

actor - footlighter

comedian - button buster

broadcaster - ether waver

clown - joey

professional athlete - old war horse

basketball player - basketeer

football player - pigskinner

aviator - birdman

R.R. engineer - boiler header or Casey Jones

electrician - dynamo buster

electrician's assistant - grunt

entomologist - bugologist



Equipment or tools used by various workers:

fever thermometer - lollypop  
wheelbarrow - Mexican euk  
crescent wrench - knuckle buster  
examination paper - white plague  
typewriter - office piano  
hypodermic needle - hypestick  
shovel - Irish banjo  
manilla rope - rag line

Informal language which is used by various workers and has particular meaning to him.

one, two, three, and a splash - a meal of meat, potato, bread, and gravy  
strings and pig - sauerkraut and wieners  
a pair up - two eggs fried on one side  
hooter - factory whistle  
honey wagon - garbage truck  
tie-it-up - finish the job  
set of threads - suit of clothes  
moonlighter - one who works at an extra job other than his regular work.  
card holder - union member

taxi cab driver - hacker

usher - ush

shoe salesman - shoe dog

operator of large caterpillar tractor - cat skinner

auctioneer - black man, barker

doctor - pill pusher

minister - devil dodger

waitress - hash slinger

teacher - B.B. big brains

fireman - fire eater

RELATED SUBJECT AREA:

Social Science - (To be used any time during study of Industrial Revolution)  
Challenge of Change

OBJECTIVES:

To understand that factories came about as a necessity.

To understand that factory systems brought about an over supply of goods and forced a new form of marketing.

LEARNING ACTIVITY:

Use this problem as recorded in our Social Science teacher's manual on p. 96. (It has been slightly revised.)

Once upon a time there was a very dirty city. It had 300,000 people in it. The homes were as dirty inside as the streets were outside. A traveler from abroad told the mayor of the city that the people should use brooms. "What are brooms?" asked the mayor. The traveler drew a picture. "Very well," said the mayor, "make us 300,000 brooms." "Make them as quickly as possible. Go on making them for replacements even after you have made 300,000."

Divide children into groups of 3 or 4 so they can share ideas. Ask how the traveler would go about making all of these brooms so quickly.

1. What do you think he would do first?
2. Would he hire one or two men with knives and saws?
3. Would he hire a few families to work on the project?
4. Would he build a factory to do it?
5. How would he go about building a factory?
6. How would he organize his factory?
7. What machines, power, and labor might he require?
8. If he continued making brooms, what might happen?
9. How could he continue without closing down his factory?
10. What if the demand for more brooms from other lands were to arise, what would he do?

Make sure you consider two very important aspects of factory production: (1) organizing the most efficient division of labor; (2) getting machines and power to do most of the work.

OCCUPATIONAL CLUSTER:

Manufacturing

SUGGESTED RESOURCE MATERIAL:

Library

Challenge of Change

RELATED SUBJECT AREA:

Social Studies

The Challenge of Change (To be used with Chapter V.)OBJECTIVES:

To understand how improved tools, processes, and techniques affected economic growth.

To understand that division of labor affected economic conditions.

To understand how business organizations emerge.

To understand how Industrial Revolution affected the family unit.

LEARNING ACTIVITY:

Discuss the inventions of England which transformed the last half of eighteenth century in England into an industrial economy. The following inventors might be researched: John Kay, James Hargreaves, Richard Arkwright, Samuel Crompton, Thomas Newcomen, James Watt, Eli Whitney, Henry Bessemer, Robert Fulton, Henry Maudslay, George Stephenson, Alexander Graham Bell, Thomas Edison, and Henry Ford.

Make a simple loom, include the warp loop and the woof. Use a pencil to represent a flying shuttle. Raise all odd numbered loops at once to illustrate saving time by flying shuttle.

On three charts 22" x 26" show processes, methods, and machines used in woolen cloth manufacturing from raw material to selling finished cloth in pre-industrial Britain. You may find pictures of the man who worked with his family and/or the master weaver who hired spinners and workmen.

Another chart could show processes, methods, and machines used in cotton cloth production in Britain in 1780's after adoption of steam engines.

The last chart illustrates processes, methods, and machines used in textile production or in iron and steel production today.

Have children bring nuts and bolts of all sizes. Have children exchange and find that they are now standardized according to thread, diameter, size, and length.

Have a group make a tabletop display of small objects that are standardized and interchangeable: light bulbs, spark plugs, bearings, fuses, batteries, nuts, bolts, and screws.

Provide for a miniature assembly line using a bird to color. Allow each student to use one color and add one part in his own color. Divide the class in 3 parts with same number in group. Emphasize the fact that speed, efficiency, accuracy, and neatness are necessary. Decide which group were the better producers.

Recall the assembly line which was visited in the Ford plant in St. Paul.

Discuss the effects of having more than one member of the family as a wage earner.

OCCUPATIONAL CLUSTER:

Manufacturing

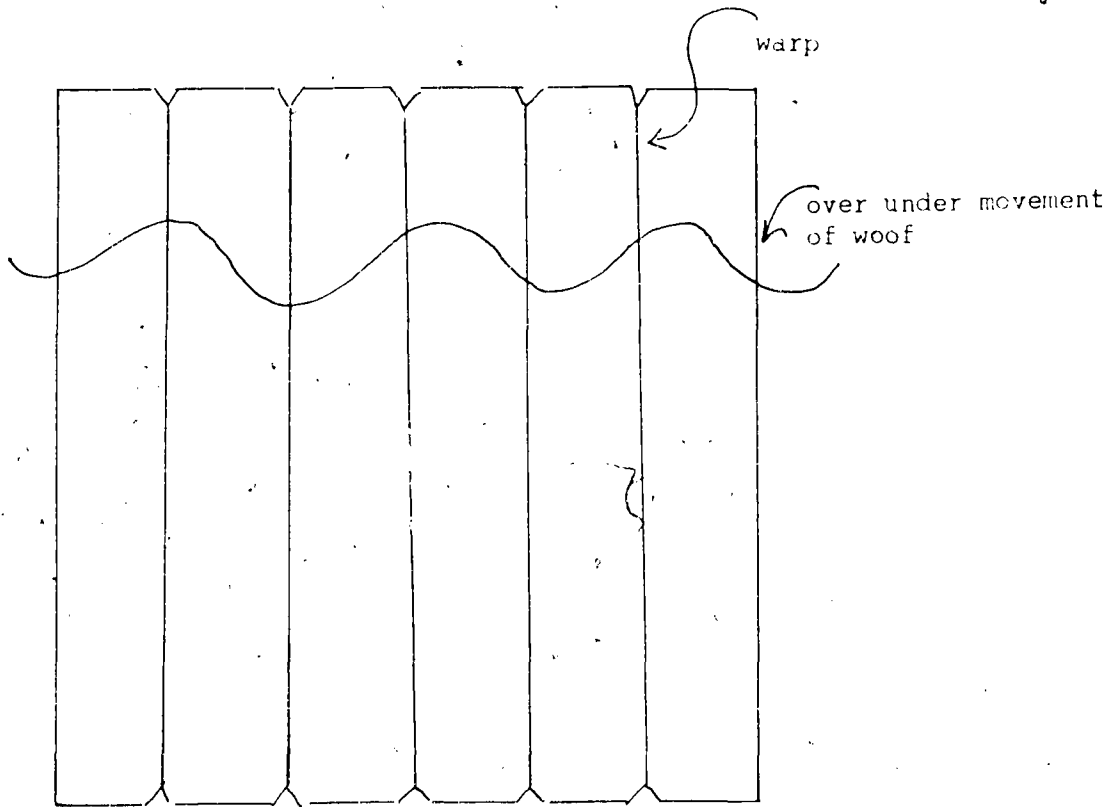
SUGGESTED RESOURCE MATERIAL:

Encyclopedias

Hartman, Machines and the Men Who Made the World of Industry (all) 608 H

Universal History of the World

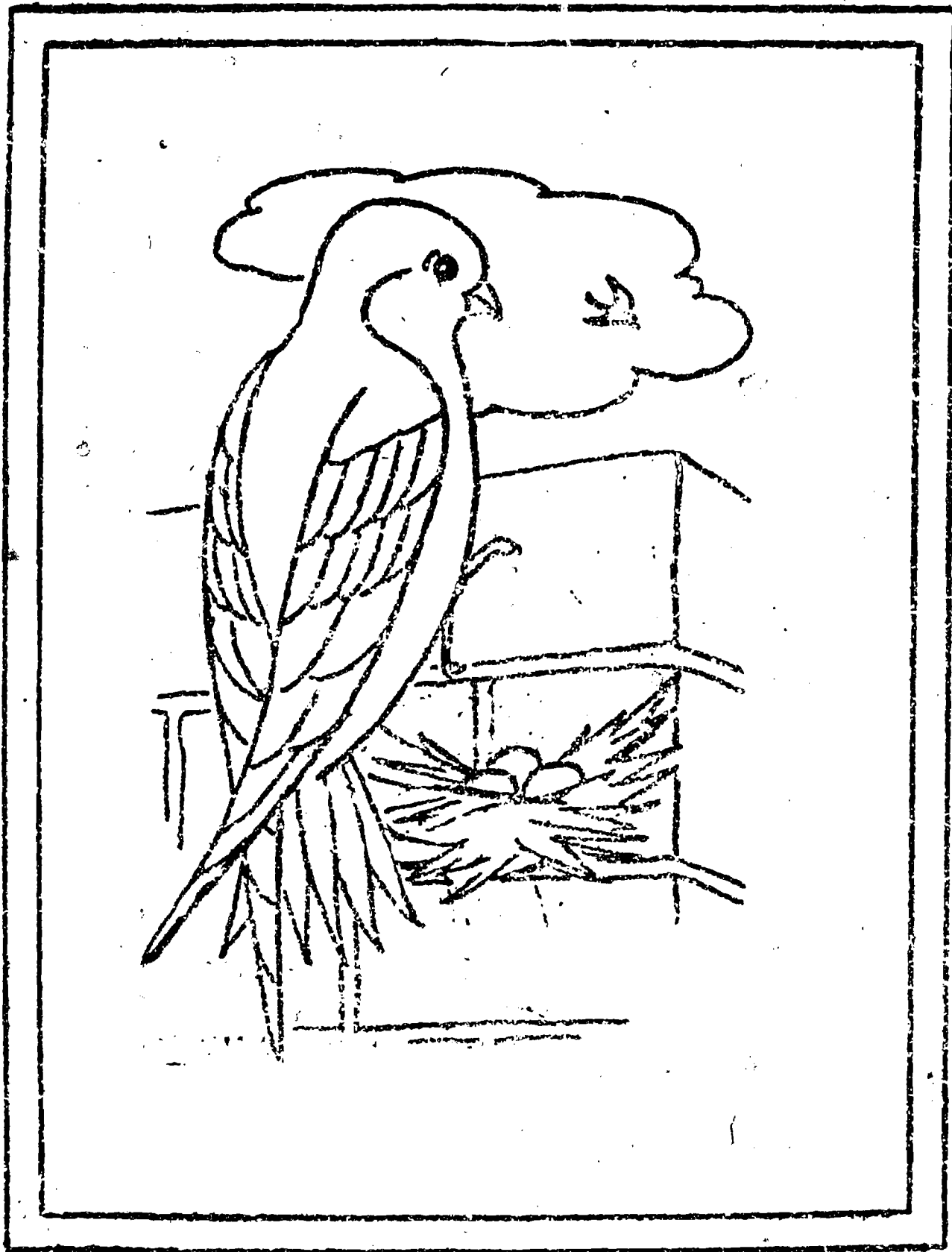
# DIRECTIONS FOR MAKING A SIMPLE LOOM.



This is a sheet of cardboard about 9 x 12 inches. Cut 8 or 10 notches equal distance apart in the opposite sides of the cardboard. Lace this with heavy cord. This is the warp and should be heavier than the woof (the thread woven in to the warp.)

On one end of the loom use a long pencil or a long tinker toy stick under every other string so that these strings can be lifted at once.

Use a heavy blunt darning needle threaded with colored yarn to move by the raised pencil or tinker toy; this represents the flying shuttle.



GRADE 6  
May  
01

RELATED SUBJECT AREA:

Mathematics  
Lesson I

OBJECTIVES:

To familiarize students with a type of test given to one who is beginning a job.

To impress upon students that accuracy in math is important.

LEARNING ACTIVITY:

The following sheets will be prepared for students. It probably would be advisable to read (from the student's sheet) the first introductory paragraphs with the students.

The answers are as follows:

- |             |                     |
|-------------|---------------------|
| 1. \$29.88  | 7. \$9.33           |
| 2. \$31.06  | 8. \$6.12½ or 6.125 |
| 3. \$2.03   | 9. \$7.50 discount  |
| 4. \$3.50   | 10. \$9.81          |
| 5. \$84.37  | 11. <u>E</u>        |
| 6. \$107.22 | 12. <u>B</u>        |

OCCUPATIONAL CLUSTER:

Sales

SUGGESTED RESOURCE MATERIAL:

None necessary unless you need to look up material for reason of instruction.  
Refer to 6th grade Math book.



### STUDENT'S SHEET

Millie is a girl who has decided to work in retail sales business. She wants to be a department store clerk. While checking into this kind of work, she found that  $\frac{3}{5}$  of the 3,000,000 retail sales persons are women. She also found that starting salaries ranged from \$1.50 to \$1.70 an hour, and that seemed to fit in with what her friends were earning in other jobs at this level.

She found that there are some disadvantages, such as week end work, and extra work before holidays. She discovered a benefit, in that clerks received a discount on products purchases, that most get a commission on what they sell, and that there seemed to be a good future for the person who does well. Millie found the following ad in the evening paper.

#### Sales

We have several schedules for daytime and evening sales openings. No experience required, and immediate openings. Apply Personnel Office Dayton's Department Store.

Millie called and arranged an appointment for an interview. Upon her arrival she was asked questions about her educational background and any previous experience. She took the following test:

1.	7.89	2.	1.29	3.	10.00	4.	20.00
	11.00		.39		- 7.97		- 16.50
	<u>+ 10.99</u>		27.50				
			.79				
			<u>+ 1.09</u>				

5.  $\begin{array}{r} \$6.49 \\ \times 13 \\ \hline \end{array}$

6.  $\begin{array}{r} \$17.87 \\ \times 6 \\ \hline \end{array}$

7.  $\frac{1}{3} \times \$27.99 =$

8. 25% of \$24.50 is \_\_\_\_\_.
9. A 20% discount on \$37.50 = \_\_\_\_\_.
10. Three items @ \$3.27 is \_\_\_\_\_.
11. A good place to get additional information about specific jobs in the sales area would be:
- a. a dictionary                      b. The Occupational Outlook Handbook
- c. a college catalog                d. an encyclopedia
12. The most likely starting pay that you would receive if you had no training in a sales job would be:
- a. \$2.25 per hour    b. \$1.50 per hour    c. \$.85 per hour    d. \$1.00 per h.

RELATED SUBJECT AREA:

Mathematics Lesson II

OBJECTIVES:

To emphasize that accuracy is very important.

To understand how important math is to sales persons.

LEARNING ACTIVITY:

Give the sheets to students. They should be self-explanatory. This sheet follows lesson 1.

The answers are as follows:

1. \$100. the amount in the cash register
2. \$15.39 bill for goods
3. \$ .62 tax
4. \$16.01 bill, plus tax
5. \$3.99 change received
6. \$242.35 total cost including tax
7. \$45.12 total cost including tax
8. \$40.61 total cost including tax

OCCUPATIONAL CLUSTER:

Marketing and Distribution

### STUDENT'S SHEET

Millie satisfactorily completed the interview and the pre-employment test and was conditionally hired. On her first day of employment, she was assigned to the bedding and linens department. There she was trained by the department supervisor. One of her first duties was to check the amount of cash on hand in the register. The register contained 1-\$20, 3-\$10, 6-\$5, 15-\$1, 10-\$.25, 12-\$.10, 25-\$.05, 5-\$.01. The total amount in the register was \_\_\_\_\_. Soon after the store opened, a customer approached Millie wishing to make some purchases. She bought a pair of pillow cases @ \$2.39 a pair, and a set of matching top and bottom sheets at \$6.50 per sheet. The customer's bill for the goods came to \_\_\_\_\_. A four per cent sales tax had to be added to her bill. The tax was \_\_\_\_\_. The goods plus the tax came to \_\_\_\_\_. The customer handed Millie 2-\$10 bills and received \_\_\_\_\_ change.

There are three additional problems involving items and sales tax:

6. 1 mattress pad \$10.28  
1 mattress and inner spring \$205.99  
2 pillows \$6.25 each  
2 pillow cases 2 for \$4.26 (add sales tax at 4%)  
Total cost \_\_\_\_\_  
Include Tax \_\_\_\_\_
7. 6 sheets 2 for \$2.83  
1 bedspread \$34.89  
Find cost - include tax
8. 1 bedspread - twin size \$15.61  
4 sheets @ \$1.62  
3 pillows @ \$3.48  
1 mattress pad \$6.52  
Find cost - include tax

RELATED SUBJECT AREA:

Literature and Reading--to be used with 6th Grade MacMillan Unit 6 - A World to Enjoy.

OBJECTIVES:

1. show that work is a very common subject for poets.
2. understand how the poets feel about work.
3. emphasize a positive attitude toward work.
4. enjoy the expression of work through poetry.

LEARNING ACTIVITY:

There have been a tremendous number of poems written about work. Teachers who enjoy poetry may enjoy a plan on poetry relating to careers.

The following are some poems which you may wish to use.

LABOR

by James Russell Lowell

No man is born into the world whose work  
Is not born with him, there is always work  
And tools to work withal for those who will,  
And blessed are the horny hands of toil.

After the reading, discuss what you think the author intended you to find. Is there any hidden meaning in the poem? Did he in any way emphasize the dignity of work? D.

WORK

by Henry Van Dyke

Let me but do my work from day to day  
In field, or forest, at the desk, or loom  
In roaring market place or tranquil room;  
Let me but find it in my heart to say  
When vagrant wishes beckon me astray,  
This is my work; my blessing, not my doom  
Of all who live, I am the one by whom  
This work can best be done in the right way,  
Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the labouring hours..  
And cheerful turn when the long shadows fall  
At eventide, to play, and love and rest,  
Because I know for me, my work is best.

What is Henry Van Dyke telling us in this poem? Analyze the lines and read the lines that prove what you're telling. How does this poem relate to Career Awareness?

### A CREED

by Edwin Markham

There is a destiny that makes us brothers  
None goes his way alone  
All that we send into lives of others  
Come back into our own.  
I care not what his temples or his creeds.  
One thing holds firm and fast  
That into his fateful heap of days and deeds  
This soul of man is cast.

What is the author trying to tell us? What is meant in the first line by speaking of brothers? In what way does this poem relate to Career Awareness? (cooperation, tolerance, kindness)

### TWO AT A FIRESIDE

author unknown

I built a chimney for a comrad old;  
I did the service not for help or hire.  
And then I traveled on in the winter cold  
Yet all the day I glowed before the fire.

What is the meaning of the poem? In the last line it says "I glowed before the fire"--what does this mean? How does this poem relate to career Awareness? (It's not always the monetary reward we're looking for, but the satisfaction.)

The teacher may wish to make a choral arrangement from some of the poems and use it for choral reading.

Extra activities: Children may like to write poems involving the subject "work". Some examples of simple poems are:

Work is fun,  
When you like what you do,  
But work can be hard  
When you're feeling blue!

Whistle while you work  
Each and every day  
Whistling while you work  
Helps work turn into play.

Busy is the way  
The worker spends his day,  
And when he has no more zest  
He goes home for rest.

Cinquam

Mailman  
Pleasant person  
Coming up the sidewalk  
He brings me important letters  
Helper

I've been pulling weeds and crabgrass  
After school each day.  
I've been pulling weeds and crabgrass  
When I'd rather play.

I like to work.  
I like to play.  
I like my job.  
I like my pay.

When we think of work  
We think of people  
Whether it's mother at home  
Or the painter on a steeple.  
When we think of work we think  
Of places, that are occupied with  
Many faces; when we think of work  
We think of time that is spent  
Making many things fine.  
We know that work is important  
If we want to receive pay, and if  
We had no work, we'd have no play.

## STUDENT'S SHEET

### LABOR

by James Russell Lowell

No man is born into the world whose work  
Is not born with him, there is always work  
And tools to work withal for those who will,  
And blessed are the horny hands of toil.

### WORK

by Henry Van Dyke

Let me but do my work from day to day  
In field, or forest, at the desk or loom  
In roaring market place or tranquill room;  
Let me but find it in my heart to say  
When vagrant wishes beckon me astray,  
This is my work; my blessing, not my doom  
Of all who live, I am the one by whom  
This work can best be done in the right way,  
Then shall I see it not too great, nor small  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the labouring hours  
And cheerful turn when the long shadows fall  
At eventide, to play, and love and rest,  
Because I know for me, my work is best.

### A CREED

by Edwin Markham

There is a destiny that makes us brothers  
None goes his way alone  
All that we send into lives of others  
Come back into our room.  
I care not what his temples or his creeds.  
One thing holds firm and fast  
That into his fateful heap of day and deeds  
The soul of man is cast.

### TWO AT A FINESIDE

author unknown

I built a chimney for a comrad old,  
I did the service not for help or hire.  
And then I traveled on in the winter's cold  
Yet all the day I glowed before the fire.

RELATED SUBJECT AREA:

Language Arts

To be used with page 296, Harper Row English

OBJECTIVES:

To familiarize children with commercials using adjectives or descriptive words.  
To familiarize students with specific jobs, and technical, vocational, or colleges which train individuals for special jobs.

LEARNING ACTIVITY:

First have children listen and write down commercials exactly as they have heard them on T.V. Have them discuss how T.V. uses modifiers.

Point out the fact that they must be of high interest level.

The object of the commercial is to use as many meaningful, emphatic words as possible.

You may choose to write the commercials and tape them and listen to the tape, then evaluate the effectiveness of your commercial: (Some may wish to produce a singing commercial.)

The subject of our commercials will be to advertise a certain kind of work, as an example: a newspaper photographer; or to write a commercial advertising a technical or trade school where particular jobs are taught. The student may need to refer to SRA kit of occupations to familiarize himself with skills of the job he would like to advertise in his commercial.

OCCUPATIONAL CLUSTER:

Communications and Media

SUGGESTED RESOURCE MATERIAL:

Work Widening Occupational Roles Kit SRA



RELATED SUBJECT AREA:

Social Science or Language Arts

(Possibly to be used during study of Industrial Revolution.)

OBJECTIVES:

To give students the feeling that work is necessary to the well-being of society.

To have students realize that the work they do in the classroom as well as at home is important.

To develop a more positive attitude toward work.

LEARNING ACTIVITY:

Have the students discuss with their parents or neighbors if he feels his job contributes to the well-being of society and, if so, how? Discuss the results using the following guide question. (The teacher may think of others.)

1. Does the work of this man contribute to the well-being of society?
2. Does the worker believe his work is of value to society?
3. Does it matter whether or not he believes his work is valuable to society?
  - a. Could it affect the way he does his work?
  - b. Could it affect his personal sense of well-being? If so, how?

Most students have household tasks for which they are responsible. Have each student report on his home responsibilities, and in class discussion, solicit comments from students that lead to the conclusion that these jobs are important. Include some of the consequences when these jobs are neglected; such as mowing the lawn, shoveling snow, emptying wastebaskets, making beds.

Discuss the jobs that are necessary in the classroom; include putting away materials which each have used, keeping paper off the floor, etc.

Strikes play an important role in many occupations. Probably we will have none locally, so we will make the study through radio, television, and newspaper accounts. The following questions should be discussed:

1. How did the strike affect society?
2. How did it affect workers?
3. Did the demands of society aid the worker?
4. Did the strike help the workers feel their job was important?

The last part of this discussion deals with the dignity of work. Ask the students to use the dictionary to define the word "dignity." Conduct a brief discussion on the dignity of work. Discuss some menial types of work as sanitary engineer, workers at disposal plant - emphasize that their work is absolutely essential to the well-being of society.

SUGGESTED RESOURCE MATERIAL:

Interviewing parents

Radio and T.V.

Newspapers

Dictionary